

2006

HIV/AIDS/STD Education Program Report

A Report of Two Evaluations

I. Teacher Trainings

**II. Trainers, Teachers and Students
Knowledge and Competency**

July 2006

**Montana Office of Public Instruction
HIV/AIDS/STD Education Program
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INFORMATION SOURCES

INFORMATION SOURCES

"Evaluating HIV Staff Development Programs." U.S. Centers for Disease Control and Prevention, Atlanta, Georgia. May 1992.

"Handbook for Evaluation HIV Education." U.S. Centers for Disease Control and Prevention, Atlanta, Georgia. May 1992.

"Teaching HIV/AIDS: Teacher Training Manual." ETR Associates, Santa Cruz, California. 1991-1992.

I. INTRODUCTION

The Montana HIV/STD Education Program of the Office of Public Instruction (OPI), through a cooperative agreement with the Division of Adolescent and School Health of the U.S. Centers for Disease Control and Prevention (CDC), provides assistance to schools in Montana in organizing and delivering HIV/STD education programs. The major emphasis of the program is district-level training to develop knowledge, confidence, competency, and skills among teachers so that they can provide effective HIV/STD prevention education at the classroom level. Training activities focus on continuing education for regional trainers who, in turn, offer training to local teachers on HIV prevention education.

During the 2005-2006 school year, the regional trainers conducted three Teacher Training workshops for teachers where 71 teachers and staff were trained in effective HIV/STD prevention education. These 5-6 hour teacher training sessions were conducted throughout the school year at the convenience of the local school district requesting the workshop.

It should be noted that the Montana HIV/STD Education Program and its regional trainers conducted other workshops and educational activities besides the regional Teacher Training workshop. These other activities included two ancillary trainings that provided bloodborne pathogen and work site safety information, one peer educator's developmental training, two peer mentorship programs, and nine student presentations for 971 students on reducing risks that cause HIV infection. In addition, an intense two-day training for high school leadership teams was held to develop teams of HIV/AIDS peer mentors. The six high school teams received training in HIV/AIDS "101", skills to use when refraining from drug use or sexual intercourse, using their Youth Risk Behavior Survey data, and teaching strategies for use in HIV/AIDS/STD prevention education. Twenty-eight students and eight advisors attended the two-day training.

This report details the methods used to evaluate the training, the results of the evaluation process, and recommendations for changes within the training program. Appendix A contains the results of the posttest surveys related to knowledge, ability, and prevention education barriers.

II. EVALUATION

A. Overview and Objectives

Key training components for the 2005-2006 Teacher Training program were the planning and information update workshop for regional trainers and the three regional workshops provided by the trainers for teachers.

It was the continuing expectation of the HIV/STD Education Program that the planning and information update workshop would maintain the regional trainers' ability to:

1. understand the role of a regional trainer and the role of the HIV/STD Education Program in developing competent, confident and knowledgeable teachers in local schools regarding HIV/STD prevention education;
2. refine the design for HIV/STD teacher training regional workshops and incorporate more skills development activities from curricula with credible evidence of effectiveness;
3. lead HIV, AIDS, and STD training activities;
4. conduct regional HIV/STD teacher training sessions for local area teachers;
5. employ a step-by-step process for setting up, conducting, and evaluating each regional training;
6. conduct HIV/STD awareness, education and work site safety workshops for ancillary staff persons from local area schools;
7. conduct community workshops to promote an understanding of effective school-based HIV/STD prevention education;
8. provide one-to-one teacher mentoring; and develop a peer education component to complement the teacher training workshops.

It should be noted that regional trainers must demonstrate exceptional knowledge of basic HIV information, policy issues, school methodology, curriculum development and design, and strategies to integrate HIV education into a comprehensive health curriculum.

The objectives of the state-level and regional workshops were nearly identical, with some adjustment depending on participants. Principal objectives for comprehensive workshops were to:

1. increase knowledge and skills to teach effectively about HIV and STD;
2. increase comfort level and competency in teaching about HIV and STD prevention;
3. use a step-by-step approach to developing, conducting, and evaluating teacher training on HIV;

4. understand basic components of effective training design, including needs assessment, objectives, design, training management checklists and adult learning theory;
5. learn skills for effective group management and leadership;
6. clarify roles as trainers for HIV education;
7. be able to identify their own values and attitudes related to HIV and to promote respect for religious, cultural, and attitudinal diversity;
8. be able to experience a wide range of learning techniques;
9. acquire skills in handling controversial aspects of HIV; and
10. observe and critique a sample HIV teacher training session.

B. Evaluation Process

A formative evaluation process was developed and the following sources of information were used to evaluate each of the regional workshops: 1) direct observation; 2) post-training surveys related to knowledge of HIV issues and to confidence in ability to carry out key component activities of a successful HIV education project; and 3) a perceived barrier inventory administered after the training sessions. The results of the evaluation process are presented in the following sections of the report.

C. HIV Prevention Education Knowledge

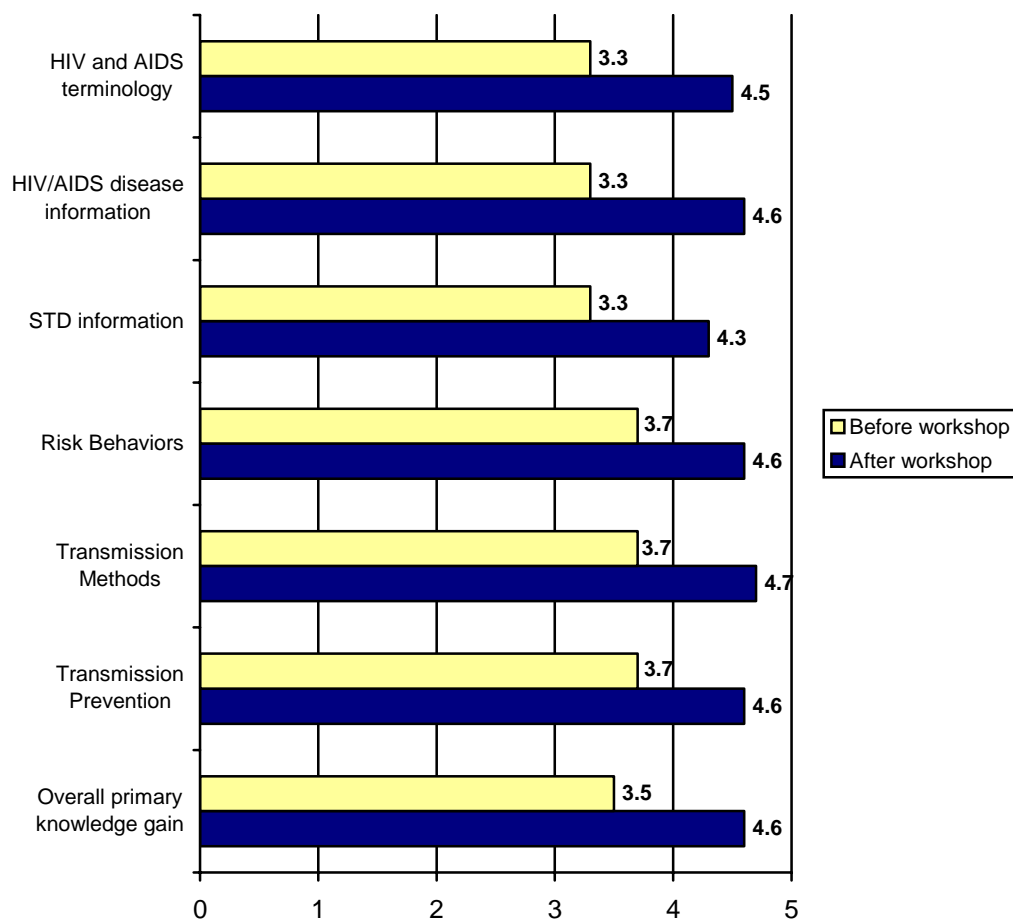
Workshop participants were asked about the level of their knowledge **before** and **after** the workshops regarding HIV/AIDS information, resource availability and access levels, teaching skills development and policy issues. Knowledge levels were rated from 5 (high degree of knowledge) to 1 (low degree of knowledge) for all questions in the knowledge inventory. Primary HIV/AIDS knowledge topics included HIV/AIDS terminology, HIV/AIDS disease information, STD information, risk behavior, transmission methods, and transmission prevention. Participants rated their overall knowledge of primary topics at 3.5 before the workshop and 4.6 after the workshop (Figure 1 and Appendix A, pages A1 and A2), which indicates that participants felt there was significant overall knowledge gained in primary HIV/AIDS information from the workshops (a 31 percent gain in knowledge).

High knowledge gains in individual primary topics were reported with:

- HIV/AIDS disease information (39 percent knowledge gain), and
- HIV/AIDS terminology (36 percent knowledge gain).

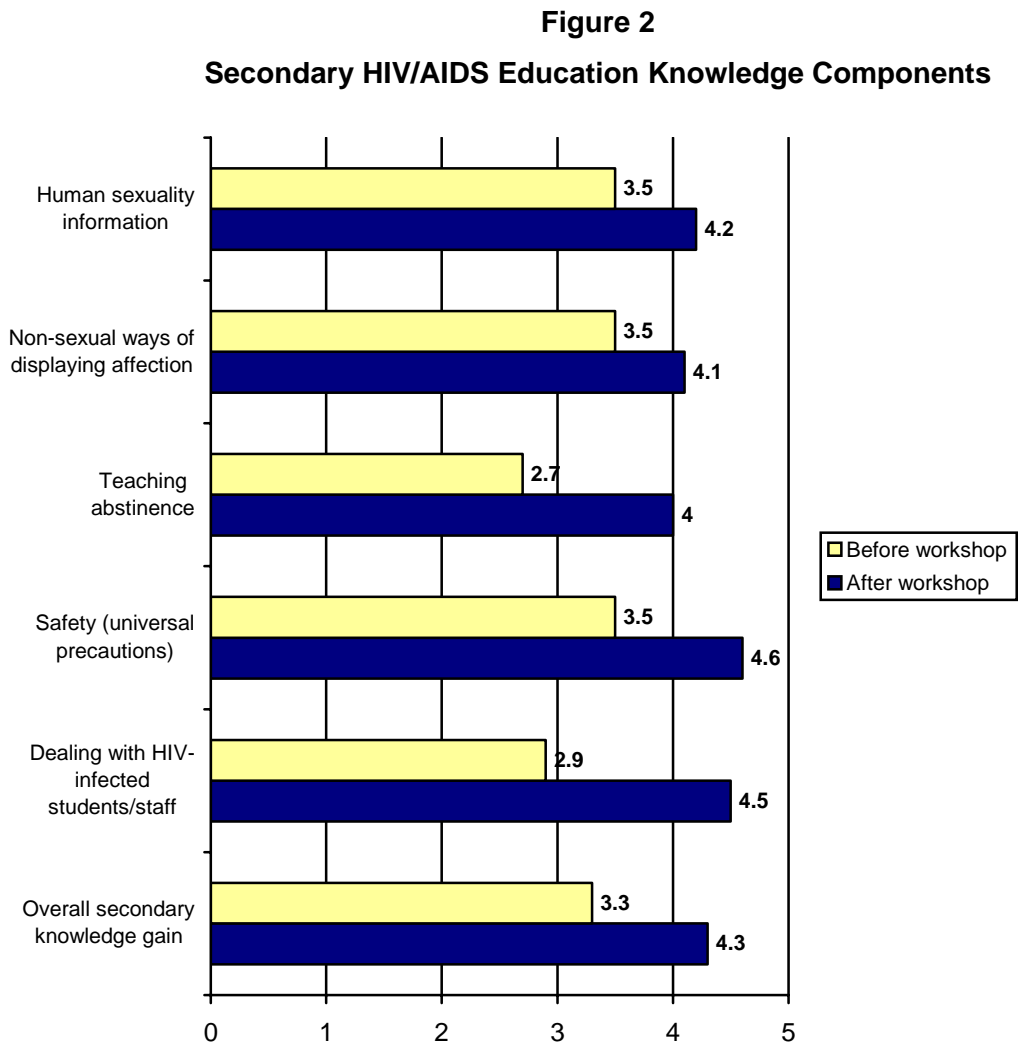
Lesser primary knowledge gains were reported with STD information, risk behaviors, transmission methods and transmission prevention. However, participants' levels of knowledge of risk behaviors, transmission methods and transmission prevention were substantial before the workshop, since these three primary components were the highest knowledge levels reported both before and after the workshop.

Figure 1
Primary HIV/AIDS Education Knowledge Components



Secondary HIV/AIDS knowledge topics included dealing with HIV-infected students or staff persons, safety (universal precautions), teaching how to refrain from engaging in sexual intercourse (abstinence), non-sexual ways of displaying affection and human sexuality information. Participants rated their overall knowledge of secondary topics at 3.3 before the

workshop and 4.3 following the workshop (Figure 2 and Appendix A-1, pages A-2 and A-3), which indicates that there was significant overall knowledge gained in secondary HIV/AIDS information from the workshop (a 30 percent gain).



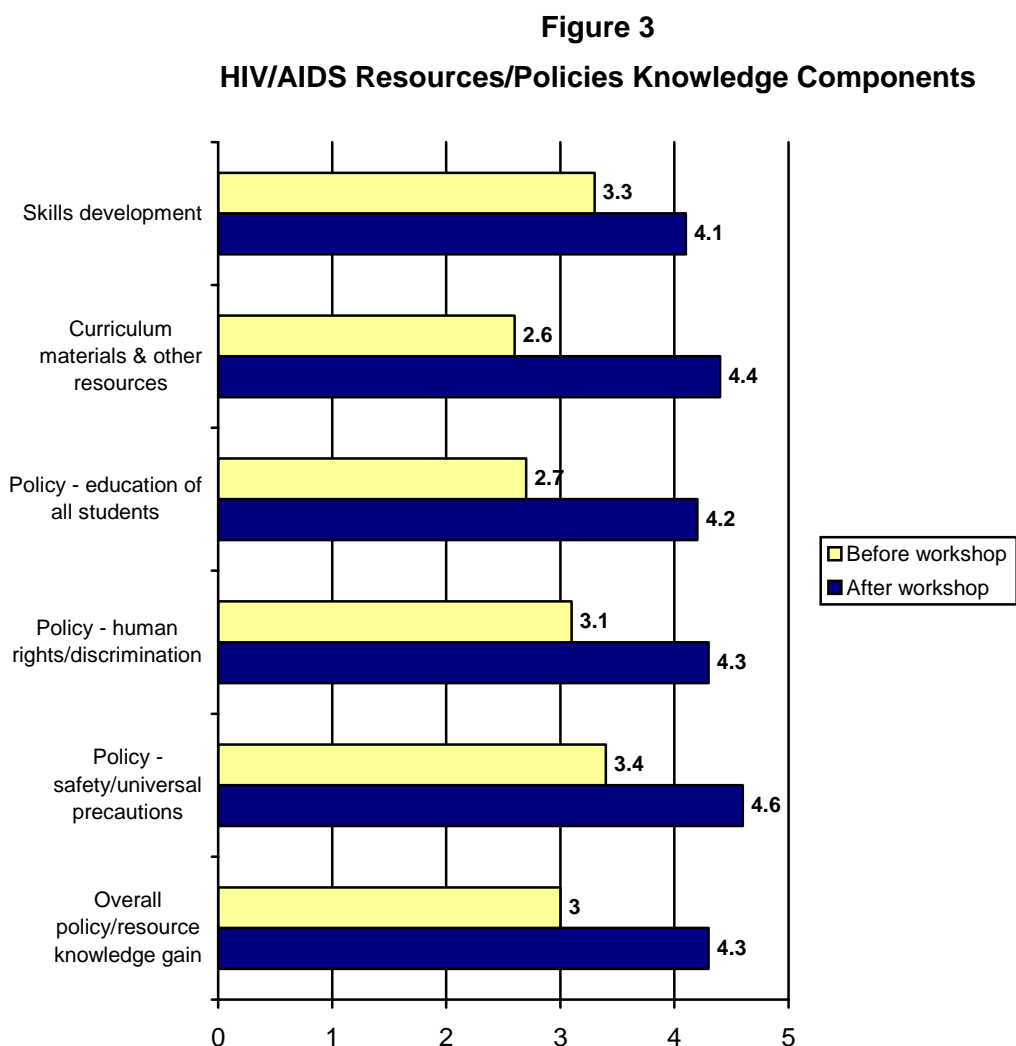
High knowledge gains in individual secondary topics were reported in:

- dealing with HIV-infected students/staff (50 percent gain), and
- teaching how to refrain from engaging in sexual intercourse (48 percent knowledge gain).

The smallest gains in secondary knowledge components were reported in:

- safety - universal precautions (31 percent knowledge gain),
- human sexuality information (20 percent knowledge gain), and
- non-sexual ways of displaying affection (17 percent knowledge gain).

Resource and policy knowledge topics included skills development (decision-making skills, refusal skills, problem solving, and critical thinking), curriculum materials and other resources, policy issues related to education for all students, policy issues related to human rights and discrimination, and policy issues related to safety (blood/body fluid cleanup, etc.). Participants rated their overall knowledge of resource and policy topics at 3.0 before the workshop and 4.3 after the workshop (Figure 3 and Appendix A-1, pages A-3 and A-4), which indicates that participants reported there was significant overall knowledge gained in secondary HIV/AIDS information from the workshop (a 43 percent knowledge gain).



High knowledge gains were reported with:

- curriculum materials and other resources (69 percent knowledge gain), and
- policy – education of all students (56 percent knowledge gain).

Lesser knowledge gains were reported in:

- policy – human rights/discrimination (43 percent knowledge gain),
- policy – safety/universal precautions (35 percent knowledge gain), and
- skills development (24 percent knowledge gain).

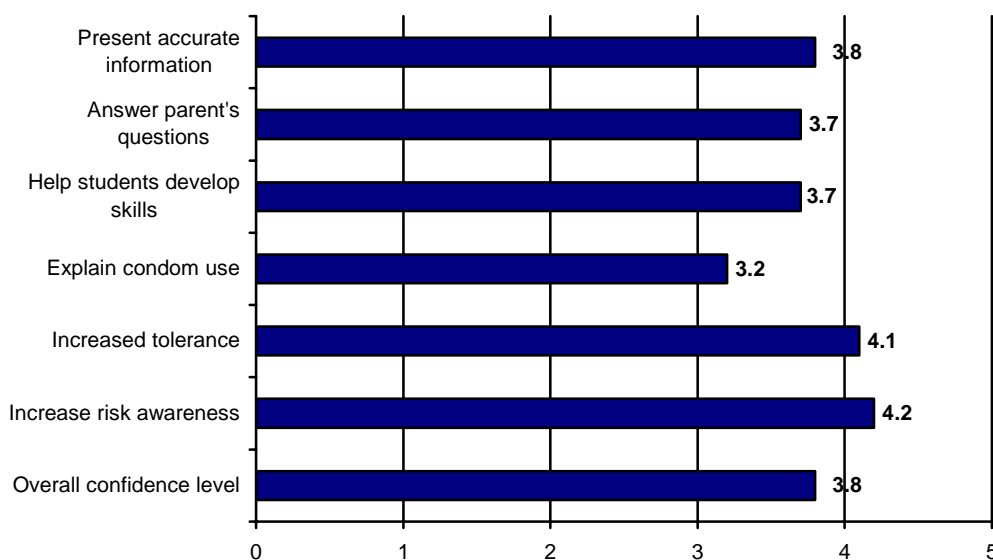
D. HIV Prevention Educator Ability Inventory

Success in providing effective HIV education requires more than knowledge about HIV. It also requires educators to be confident in their ability to provide students with an effective instructional program.

The confidence inventory consisted of a six-question survey that was administered to workshop participants after the training session. Respondents were asked to assess self-confidence in their ability to carry out activities that are key components of all successful HIV education programs. Participants were queried to rank their perceived confidence on a scale from 1 to 5, with 5 being completely confident and 1 being not at all confident.

Comparison of the survey results indicated that, following the training sessions, most workshop participants had strong confidence in their ability to carry out the listed activities (Figure 4 and Appendix A-1, page A-5). The overall confidence level reported for all categories was 3.8 (on a scale of 5), which indicates a strong confidence in the workshop participants'

Figure 4
HIV Prevention Education Ability

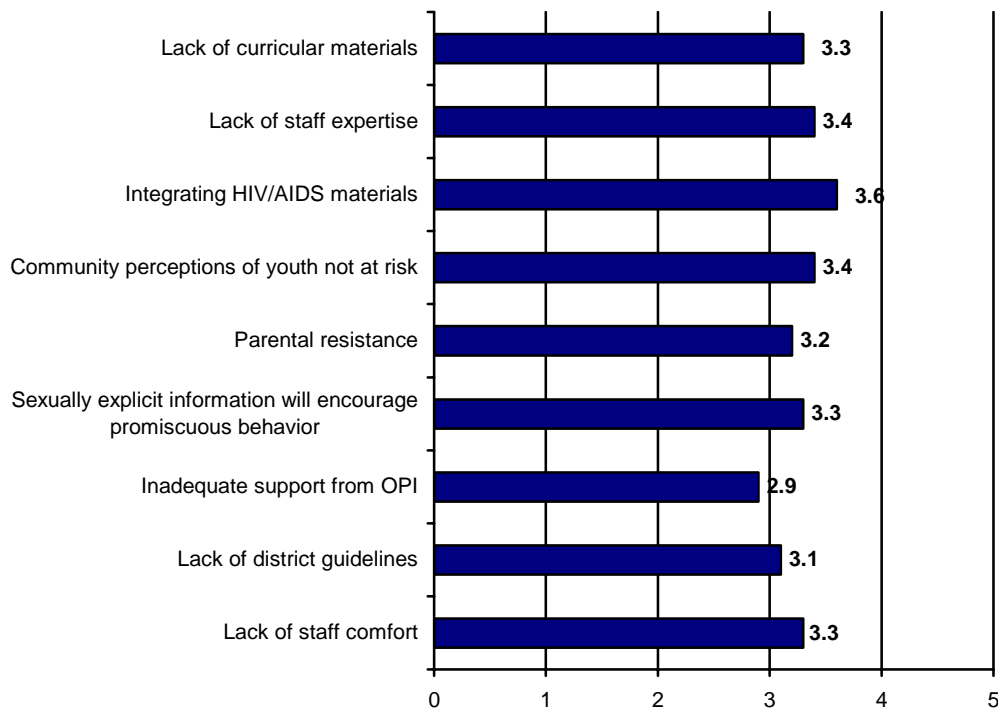


abilities to deliver quality HIV-related education. The highest degree of confidence was exhibited in the workshop participants' abilities to help students reach a more accurate perception of their risk to infection with HIV (4.2 rating) and to increase student acceptance of people with HIV or AIDS (4.1 rating).

E. HIV Prevention Education Barriers

Workshop participants were asked to rate the degree to which various potential barriers were present and preventing implementation of effective HIV prevention education in their individual school districts. Nine potential barriers were listed and respondents were asked to rank the potential barriers from 5 (major barrier) to 1 (not a barrier). Figure 5 lists the results of the survey as reported by workshop participants.

Figure 5
HIV Prevention Education Barriers



The most significant barriers as seen by the workshop participants were integrating HIV/AIDS materials into an already saturated curriculum, lack of staff expertise and perceptions that youth in their particular communities are not at risk for HIV infection. Other barriers mentioned by participants as being obstructive were the lack of curricular materials that were

appropriate for use in individual schools and that sexually explicit information will encourage promiscuous behavior. (Figure 5 and Appendix A-1, pages A-6 and A-7).

None of the barriers listed were rated as being major barriers, as the overall rating was 3.3. The potential barrier rated the lowest was inadequate support from the Montana Office of Public Instruction – apparently, most workshop participants felt that the OPI was doing its part in implementing effective HIV prevention education in schools. (Note: This potential barrier has been rated the lowest in each of the last 14 years' evaluations.)

F. General Questions

At the conclusion of each workshop, several general questions related to HIV education and training were asked of all workshop participants. About one in ten workshop participants (9 percent) had attended other OPI-sponsored HIV/AIDS/STD prevention workshops in the past three years. Eighty-nine percent of the trainees indicated that they were taking the training sessions for educator licensure renewal units.

When asked to rate their post-workshop overall knowledge and confidence levels (on a scale from a high of 5 to a low of 1), participants felt that they were highly knowledgeable (average ranking was 4.1) and quite confident (3.9 average ranking). These levels are substantiated by the rankings in the individual areas presented earlier in this report.

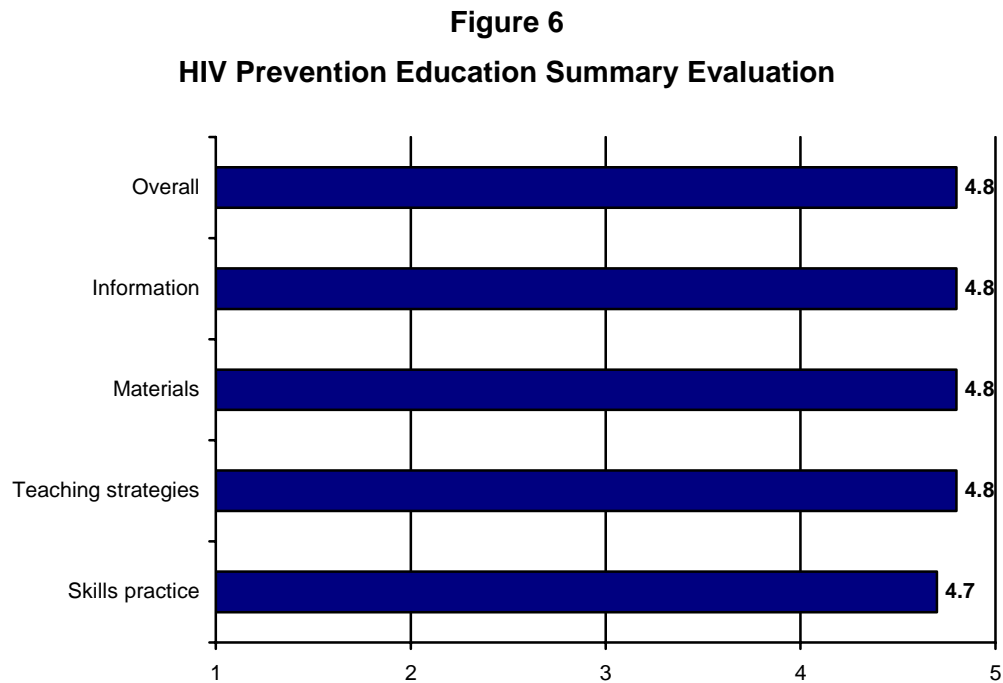
Open-ended questions were asked regarding how the OPI could assist in removing barriers to presenting effective HIV prevention education, and what other topic areas could have been covered in the workshops. Most of the comments regarding additional OPI assistance in removing potential barriers were related to expanding the workshops and expanding information delivered by the OPI to include communities, school boards, and students (Appendix A-1, pages A-8 thru A-10). Other comments included making more information available, and continuing the current workshops.

When queried as to what other topics should have been covered in the workshops, respondents most often mentioned additional materials and including more STD information in the workshops (Appendix A-1, pages A-10 thru A-13). Many comments were complimentary in nature, and encouraged continued offering of the workshops.

G. Workshop Evaluations

Participants used a summary form to evaluate each training session (Appendix A-1, page A-13). Workshop participants were asked to rate the workshop with respect to: 1) an overall evaluation; 2) information; 3) materials; 4) teaching strategies; and 5) skills practice.

All components of the workshops were rated near superior with ratings of 4.7 or higher on a scale of 5 (Figure 6).



III. CONCLUSIONS AND RECOMMENDATIONS

From 1990 through the 2005-2006 school year, the Office of Public Instruction's HIV/STD Education Program has provided formal, multiple-hour, skills-based training and education to over 4,962 teachers, administrators, and ancillary school staff. Based on this year's findings, most teachers (90 percent) had not attended an OPI training workshop on HIV/AIDS in the last three years. Fourteen percent of teachers had attended a training within the last three years and attended now to update, enhance or refresh their teaching skills regarding HIV and AIDS.

Data gathered that evaluated knowledge, educator ability, barriers, and training summary during the 2005-2006 school year suggest that the HIV/STD Education Program has been successful in achieving its goals related to teaching activities. The before and after self-reported gains in knowledge were significant and indicate that workshop participants are obtaining the knowledge they need to conduct HIV/STD prevention education. In addition, most of the participants in the 2005-2006 training sessions rated the overall education from the sessions as superior. Participants' written comments obtained during the training evaluation reflected high satisfaction with the training workshops:

"I thought it was a very good workshop – good ideas – useable ideas."

"Thanks for a very informative, fun day!! Who would've thought . . .?"

"Awesome teaching strategies."

The continuing success of the teacher training program is entirely attributable to the professional and enthusiastic OPI staff and the willingness of the dedicated regional trainers to continue to offer their time and abilities in providing HIV prevention education. Many of the trainers have been with the program since its inception and continue to set standards and practice work ethics that make the training program a success.

Recommendations that program staff should consider for maintaining the effective elements in the teacher training program and for improving other program elements include the following:

1. Continue the evaluation of individual regional teacher training workshops using the assessment instrument, which measures knowledge and issues.
2. Continue to evaluate the regional trainers through on-site observation by the OPI staff using an evaluation tool specifically designed for this purpose.
3. Continue to provide effective HIV prevention education and skills-based training that emphasizes behavioral decisions and provides participants with adequate opportunities

to practice educational strategies that will result in students who are better able to avoid HIV infection.

4. Continue OPI and local district administrative support to the regional HIV educator trainers throughout the school year.
5. Continue efforts to increase school administrator support for effective HIV prevention education that is incorporated into a comprehensive plan of school health education.
6. Continue to assess and address perceived barriers to HIV prevention education in Montana schools and youth organizations.
7. Continue active support to administrators and teachers in developing the ability to remove barriers to effective HIV prevention education.
8. Continue to monitor and facilitate the development, revision and implementation of appropriate HIV/AIDS policies at the school district level. These policies should ensure: (a) the provision of effective, age-appropriate and scientifically accurate HIV/AIDS education; (b) that teachers who provide the education are given training in skills-based, age-appropriate HIV/STD prevention strategies; and (c) that all school staff are provided current scientific information on work site safety regarding HIV prevention (i.e., universal precautions).
9. Continue to nurture collaborative HIV/STD prevention education efforts with other state and community agencies and organizations.
10. Continue multi-day, intensive HIV and STD prevention education workshops focusing on skills development and practice with HIV and STD prevention curricula with credible evidence of effectiveness.
11. Continue the pre-service education opportunities for prospective teachers attending teacher preparation programs at public and private units of higher education.

Appendix A-1

HIV Prevention Education Survey Frequency Distributions

KNOWLEDGE INVENTORY FREQUENCY DISTRIBUTIONS

(2005-2006 HIV/AIDS Prevention Education Evaluation)

Note: The following frequency distributions are based upon surveys completed by 68 teachers who attended a teacher training workshop sponsored by the OPI's HIV/AIDS Prevention Education Program. Percentages may not total 100 percent due to rounding.

Q-1 Please circle the appropriate number to indicate your knowledge level in the listed areas before and after this workshop. (1 is a low knowledge level; 5 is a high knowledge level)

A) HIV and AIDS terminology

	High Knowledge ←			→ Low Knowledge	
	5	4	3	2	1
Before Workshop	10.3	26.5	44.1	16.2	2.9
After Workshop	55.9	42.6	1.5	0.0	0.0

B) HIV/AIDS disease information

	High Knowledge ←			→ Low Knowledge	
	5	4	3	2	1
Before Workshop	7.4	27.9	50.0	13.2	1.5
After Workshop	58.8	39.7	1.5	0.0	0.0

C) STD information

	High Knowledge ←			→ Low Knowledge	
	5	4	3	2	1
Before Workshop	4.4	38.2	36.8	19.1	1.5
After Workshop	39.7	51.5	8.8	0.0	0.0

D) Risk Behaviors

	High Knowledge ←			→ Low Knowledge	
	5	4	3	2	1
Before Workshop	20.6	36.8	36.8	4.4	1.5
After Workshop	31.8	36.8	1.5	0.0	0.0

E) Transmission Methods

	High Knowledge ←			→ Low Knowledge	
	5	4	3	2	1
Before Workshop	20.6	38.2	36.8	2.9	1.5
After Workshop	72.1	23.5	4.4	0.0	0.0

F) Transmission Prevention

	High Knowledge ←			→ Low Knowledge	
	5	4	3	2	1
Before Workshop	19.7	39.4	31.8	7.6	1.5
After Workshop	68.7	26.9	4.5	0.0	0.0


G) Dealing with HIV-infected students or staff persons

	High Knowledge ←			→ Low Knowledge	
	5	4	3	2	1
Before Workshop	8.8	20.6	35.3	26.5	8.8
After Workshop	54.4	36.8	8.8	0.0	0.0

H) Safety (universal precautions)

	High Knowledge ←			→ Low Knowledge	
	5	4	3	2	1
Before Workshop	14.7	38.2	30.9	13.2	2.9
After Workshop	61.8	35.3	2.9	0.0	0.0


I) Teaching how to refrain from engaging in sexual intercourse

High Knowledge			Low Knowledge	
				
5	4	3	2	1
7.5	16.4	32.8	23.9	19.4
29.9	40.3	25.4	4.5	0.0


J) Non-sexual ways of displaying affection

High Knowledge			Low Knowledge	
5	4	3	2	1
18.2	24.2	48.5	9.1	0.0
34.9	42.4	21.2	1.5	0.0


K) Human sexuality information

	Knowledge Level				
	High Knowledge				Low Knowledge
	5	4	3	2	1
Before Workshop	15.2	28.8	48.5	6.1	1.5
After Workshop	34.3	50.8	14.9	0.0	0.0

L) Skills development (decision-making skills, refusal skills, problem solving, and critical thinking)

High Knowledge			Low Knowledge	
				
5	4	3	2	1
5.9	36.8	42.7	13.2	1.5
32.4	50.0	14.7	2.9	0.0

M) Curriculum materials and other resources

other resources	High Knowledge  Low Knowledge				
	5	4	3	2	1
	<hr/>				
Before Workshop	4.4	16.2	29.4	30.9	19.1
After Workshop	48.5	41.2	10.3	0.0	0.0


N) Policy issues: education for all students

or all students	High Knowledge		Low Knowledge		
	5	4	3	2	1
Before Workshop	4.4	20.6	30.9	27.9	16.2
After Workshop	39.7	42.7	16.2	1.5	0.0

O) Policy issues: human rights/discrimination

pts/discrimination	High Knowledge		Low Knowledge		
	5	4	3	2	1
Before Workshop	11.8	25.0	30.9	25.0	7.4
After Workshop	50.0	29.4	20.6	0.0	0.0

P) Policy issues: safety/universal precautions

Universal precautions	High Knowledge		Low Knowledge		
					
	5	4	3	2	1
Before Workshop	22.1	22.1	41.2	7.4	7.4
After Workshop	61.8	32.4	5.9	0.0	0.0

ABILITY INVENTORY FREQUENCY DISTRIBUTIONS (2005-2006 HIV/AIDS Prevention Education Evaluation)

Q-2 Now that you have participated in a comprehensive staff development workshop for HIV educators, how confident are you that you can:

A) Present accurate information to students

	Completely Confident							Not At All Confident
	5	4	3	2	1			
Response	11.9	61.2	23.9	3.0	0.0			

B) Answer parent's questions about HIV information

	Completely Confident							Not At All Confident
	5	4	3	2	1			
Response	10.5	55.2	31.3	3.0	0.0			

C) Help students to develop skills to refrain from sex

	Completely Confident							Not At All Confident
	5	4	3	2	1			
Response	17.9	35.8	41.8	4.5	0.0			

D) Explain to students at appropriate ages how a condom should be used

	Completely Confident							Not At All Confident
	5	4	3	2	1			
Response	9.2	33.9	30.8	15.4	10.8			

E) Increase students' tolerance toward people with HIV or AIDS

	Completely Confident							Not At All Confident
	5	4	3	2	1			
Response	29.9	52.2	16.4	1.5	0.0			

F) Help students reach a more accurate perception of their risk for infection with HIV

	Completely Confident							Not At All Confident
	5	4	3	2	1			
Response	28.4	64.2	6.0	1.5	0.0			

EDUCATION BARRIER INVENTORY FREQUENCY DISTRIBUTIONS

(2005-2006 HIV/AIDS Prevention Education Evaluation)

Q-3 Listed below are potential barriers to implementing effective HIV prevention education in schools. Please rate the extent to which each potential barrier affects HIV prevention education in your school.

A) Lack of curricular materials appropriate for use in our school.

	Major Barrier	←	→		Not A Barrier
	5	4	3	2	1
Response	11.9	35.8	31.3	14.9	6.0

B) Lack of staff expertise in teaching HIV prevention to our students.

	Major Barrier	←	→		Not A Barrier
	5	4	3	2	1
Response	15.4	36.9	24.6	15.4	7.7

C) Difficulty integrating AIDS materials into an already saturated curriculum.

	Major Barrier	←	→		Not A Barrier
	5	4	3	2	1
Response	17.9	44.8	23.9	9.0	4.5

D) Perceptions that youth in our community are not at risk for HIV infection.

	Major Barrier	←	→		Not A Barrier
	5	4	3	2	1
Response	10.5	43.3	25.4	13.4	7.5

E) Parental resistance to HIV education in school settings.

	Major Barrier	←	→		Not A Barrier
	5	4	3	2	1
Response	10.6	24.2	47.0	15.2	3.0

F) Concern that sexually explicit information will encourage promiscuous sexual behavior.

	Major Barrier	←	→		Not A Barrier
	5	4	3	2	1
Response	15.2	28.8	34.9	12.1	9.1

Q-3 (Continued)

G) Inadequate support from the Office of Public Instruction.

	Major Barrier				Not A Barrier
	5	4	3	2	1
Response	20.0	16.9	21.5	20.0	21.5

H) Lack of district or school guidelines.

	Major Barrier				Not A Barrier
	5	4	3	2	1
Response	7.6	33.3	31.8	10.6	16.7

I) Lack of staff comfort in teaching HIV.

	Major Barrier				Not A Barrier
	5	4	3	2	1
Response	16.4	31.3	32.8	4.5	14.9

Q-4 Have you attended any other OPI-sponsored HIV/STD prevention workshops in the past three years?

A) Yes 9.0%
B) No 91.0%

Q-5 Are you taking this workshop for educator licensure renewal units?

A) Yes 89.7%
B) No 10.3%

Q-6 Please rate your overall knowledge of HIV/AIDS information:

	Good				Poor
	5	4	3	2	1
Response	25.0	63.2	11.8	0.0	0.0

Q-7 Please rate your overall confidence/comfort level for providing HIV/AIDS information:

	Good	←————→					Poor
	5	4	3	2	1		
Response	17.7	54.4	23.5	4.4	0.0		

Q-8 In what ways would you suggest the Office of Public Instruction assist you in removing barriers to presenting effective HIV prevention education?

Participant responses:

- 1) Most likely not possible as I work in a Christian school with conservative viewpoints.
- 2) Nothing!
- 3) Review at a later date.
- 4) Keep doing these workshops.
- 5) Very well done.
- 6) More workshops.
- 7) Make it mandatory.
- 8) Workshops for parents.
- 9) None.
- 10) Education for parents.
- 11) More video aids.
- 12) Continue presenting this class.
- 13) Present this to our superintendent and school board members.
- 14) Great presentation! Awesome!
- 15) Educate teachers, all staff, more often!
- 16) Materials, workshops, money.
- 17) Give schools guidelines on what we need to teach.
- 18) Provide parent trainings to explain what the schools are trying to do.
- 19) More workshops like this – but ALL administrators and some board members need to attend as well.
- 20) Unfortunately a community like Miles City must have mandated guidelines or they will ignore an issue such as this.
- 21) Mandatory in school curriculum.

Q-9 What improvements or other topic areas do you think should have been covered in this workshop?

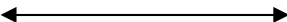
Participant responses:

- 1) None at this time. Good workshop.
- 2) It was a terrific workshop. Susan was most professional and I learned a lot. It was also FUN.
- 3) Possibly touch on STDs.
- 4) More on how to promote abstinence.
- 5) Good job! I really enjoyed my day!
- 6) I thought it was a very good workshop – good ideas – useable ideas.

Q-9 What improvements or other topic areas do you think should have been covered in this workshop? – continued

- 7) STDs.
- 8) None.
- 9) You both did great!
- 10) Risks of vaccines.
- 11) Thank you for a very informative, fun day!! Who would have thought. . .?
- 12) LOVED IT!
- 13) Vivian and Laurie were very informational and provided many fun activities. Their styles really complimented each other. Excellent workshop.
- 14) More sexual diseases.
- 15) Awesome teaching strategies!
- 16) Very good!
- 17) More activities and less overhead lessons.
- 18) This was a great workshop.
- 19) More on non-sexual ways to display affections. Skills development, decision-making, refusal skills, etc.
- 20) I thought this workshop was pretty thorough. I would not add, or take away, anything. The presenters were fabulous!
- 21) Great speakers, informative and interesting.
- 22) This was a very good workshop!
- 23) Awesome!
- 24) Great workshop! Excellent presenters, worked so well together. You really complimented each other!
- 25) More of the legalities.
- 26) None—Susan does a great job, excellent activities, handouts and she is very knowledgeable of the topic. Also, lots of fun!

Q-10 How would you rate this workshop?

	Superior				Poor
	5	4	3	2	1
Overall	77.9	22.1	0.0	0.0	0.0
Information	77.9	22.1	0.0	0.0	0.0
Materials	85.3	13.2	1.5	0.0	0.0
Teaching Strategies	85.3	13.2	1.5	0.0	0.0
Skills Practice	75.0	23.5	0.0	1.5	0.0

Trainers, Teachers and Students Knowledge and Competency

I. Introduction

The OPI, under a cooperative agreement with the Centers for Disease Control and Prevention's Division of Adolescent and School Health, provides assistance to schools to strengthen their health enhancement (comprehensive school health education) curriculum regarding HIV/AIDS prevention education. Information and skills-based strategies designed to prevent the transmission of human immunodeficiency virus (HIV) and other sexually transmitted diseases (STDs) are presented at an HIV/AIDS Teacher Training. One or two AIDS trainers, who are members of a cadre of AIDS trainers, present the Teacher Training. The eight AIDS trainers are Montana teachers who have received extensive training in regard to HIV/AIDS and other STDs, and are trained and qualified in providing up-to-date and factual information. In addition, the trainers demonstrate teaching activities and strategies designed to help prevent pregnancy and infection from STDs, including HIV. The participants of an HIV/AIDS Teacher Training come from all areas of K-12 education, including health enhancement, family and consumer sciences, classroom teachers, counselors and administrators.

The components of an HIV/AIDS Regional Teacher Training are:

- HIV/AIDS "101" (basic facts and information about HIV and AIDS, to include prevention methods, transmission, statistics, treatments and testing information);
- abstinence (how to refrain from injecting drug use and sexual intercourse—including strategies that promote abstinence and non-sexual ways of showing affection);
- skills development (activities that develop decision-making skills, refusal and negotiation skills, and problem-solving and critical-thinking skills);
- policy (rights and accommodations of HIV-infected staff and students);
- perception (how to make the possibility of teen infection a reality);
- human rights and discrimination (changing personal attitudes and behaviors toward persons infected with HIV);
- human sexuality (acceptance and tolerance);
- universal precautions (how to handle all blood and bodily fluid accidents);
- Hepatitis B issues; and
- lesson plans (strategies and activities for use by teachers to effectively teach messages about HIV and AIDS).

The results of the Training of Trainers questionnaire are presented in the **Findings** section of this report. The teacher and student questionnaires used for this transfer of knowledge report are in Appendix A-2. The aggregate data from the Training of Trainers, the Educator Follow-Up, and the High School and Middle School Student Input questionnaires are reported in Appendix B-2. Trend Data of the 2000-2006 Training of Trainers, High School Teachers, Middle School Teachers, High School Students and Middle School Students questionnaires is included in Appendix C-2.

II. Evaluation

A. Methods and Limitations

An informal, non-random survey regarding HIV/AIDS education was sent to three different educational groups: the AIDS trainers who present HIV/AIDS teacher trainings, the teachers who had attended an HIV/AIDS training, and the students of teachers who had attended training. The first survey was a self-evaluation of the AIDS trainers, rating their relative strengths in the presentation of workshop components. Seven of the nine trainers responded to the self-evaluation. The rating of each workshop component ranged from 1 ("I have a definite weakness") up to a rating of 5 ("I have a definite strength").

The second instrument used was an anonymous survey of those teachers who had attended an HIV/AIDS Teacher Training during the past year. This follow-up survey asked teachers to rate the importance of various workshop components as either "Very Important," "Somewhat Important," or "Not at all Important."

Teachers who had presented HIV/AIDS information to their students, had an option of enrolling their classes in a survey – a survey designed for students of teachers who had received HIV/AIDS information from the AIDS Trainers at an HIV/AIDS Teacher Training. Five middle school and two high school teachers registered their students for the appropriate student survey. The student surveys were a measurement of the teacher's ability to relay the information learned at a Teacher Training to their students; in effect, a transfer of HIV/AIDS knowledge from AIDS trainer-to-teacher-to-student. The students had a choice of either "Yes," "No," or "Don't Recall" in response to receiving HIV/AIDS information.

The use of this methodology for dispensing HIV/AIDS information to students via the regional training workshops is important to the OPI. The information gained in this staff development plan will enable the OPI to offer workshops that are custom-designed for the teacher and student needs in that region. Among the questions the questionnaires were designed to answer are:

Are the students of a teacher who attended an HIV/AIDS Teacher Training receiving the information that was provided by the AIDS trainer?

Are students, so as to prevent unintended pregnancy and infection from STDs, including HIV, receiving appropriate and needed information?

Are there components of an HIV/AIDS Teacher Training that need improvement in order to meet the needs of teachers and students alike?

The survey instruments can be found in Appendix A-2, with the survey results reported on these instruments in Appendix B-2. The data will be used to present the information in the **Findings** section of this report.

B. Findings

Eight AIDS trainers completed a self-evaluation survey that included components of an HIV/AIDS Teacher Training. The data collected was combined to provide an average for each component. The average of the data details the trainer's "confidence" and "competency" in providing information in several components taught at a Teacher Training.

A follow-up survey was sent to 30 teachers who had attended a Teacher Training during the 2005-2006 school year. Fourteen teachers returned the survey for a response rate of 47 percent. Teachers were asked to respond to the importance of various components of an HIV/AIDS Teacher Training. The responses revealed percentages of teachers who felt the component and its information were "Very Important," "Somewhat Important," or "Not At All Important." The survey was done anonymously with the only identifier being the grade level taught: elementary, middle school or high school teachers. Four teachers (two middle school and two high school) also indicated an interest in participating in a survey of their classes who had received HIV/AIDS education.

The respondents' data to the student survey are differentiated into middle school responses and high school responses. An elementary grade-level survey was not done. The two instruments used are slightly different in that they are age-appropriate (see Appendix A-2). The survey results (see Appendix B-2) provide percentages on the three choices a student had to receiving information on various HIV/AIDS topics: "Yes," "No," or "Don't Recall."

Of the responding teachers who attended an HIV/AIDS Teacher Training:

- **Elementary** – No surveys were returned in which elementary teachers had provided HIV/AIDS instruction to their students.
- **Middle School** – Middle school teachers provided an average of two hours of HIV/AIDS instruction to their students.
- **High School** – High school teachers provided an average of seven hours of HIV/AIDS instruction to their students.
- The HIV/AIDS component that AIDS trainers felt quite confident in presenting also received a high rating of importance from teachers and a high rating of recall from students. The HIV/AIDS "101" component received a confidence rating of 90 percent (90%) from the trainers. One hundred percent (100%) of both middle school teachers and high school teachers felt the knowledge component was "Very Important." Ninety-four percent (94%) of middle school and 98 percent (98%) of high school students recall receiving this material from their teachers.

C. Summary of General Findings

- The self-reporting evaluation of the AIDS Trainers revealed that the trainers hold a high level of competency – 96 percent or higher – in skills that teach decision-making, attitudes toward HIV-infected persons, condom efficacy, policy for HIV-infected students or staff, bloodborne pathogen and universal precaution knowledge, HIV education within a comprehensive school health program and closure.
- Teachers who had attended an HIV/AIDS Teacher Training were surveyed on many components of the workshop. One hundred percent (100%) of teachers assigned a “Very Important” rating to the component regarding knowledge and basic facts about HIV and AIDS; as compared to “Somewhat Important” or “Not at All Important.”
- Ninety-eight percent (98%) of high school students and 94 percent (94%) of middle school students recall receiving the basic facts and differences of HIV and AIDS from their teachers who attended a Teacher Training.

D. HIV/AIDS Educational Components

HIV/AIDS “101”

AIDS Trainers – The component of an HIV/AIDS Teacher Training, which includes the knowledge about HIV (the virus) and AIDS (the disease), is known as the “101” presentation. Information about HIV transmission and prevention, testing procedures, and up-to-date facts and statistics are also presented within the “101” component. The AIDS trainers rate their confidence in presenting this material at 90 percent (90%).

High School Teachers – One hundred percent (100%) of high school teachers rated the information in this component of a Teacher Training as “Very Important.”

Middle School Teachers – One hundred percent (100%) of middle school teachers rated the information in this component of a Teacher Training as “Very Important.”

High School Students – Ninety-eight percent (98%) recall receiving information about the basic facts of HIV and AIDS. Eighty-four percent (84%) recall receiving statistics and facts relating to HIV and AIDS. Sixty-eight percent (68%) recall receiving HIV testing and HIV testing site information.

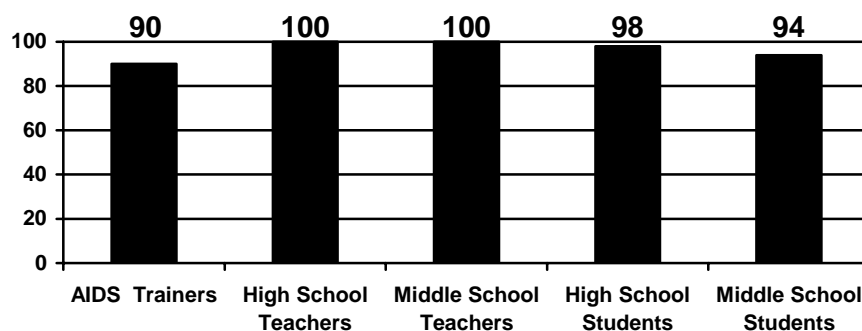
Middle School Students – Ninety-four percent (94%) recall receiving information differentiating between HIV and AIDS. Eighty-six percent (86%) recall receiving statistics and facts relating to HIV and AIDS. The transmission of HIV is recalled by 98 percent (98%) of middle school students, while the progression from HIV infection to AIDS is recalled by 70 percent (70%).

HIV/AIDS “101”

Trainers – Confidence/Competency Level

Teachers – “Very Important” Rating

Students – Recall Rate



Abstinence and Skills Development

AIDS Trainers – “How to refrain from injecting drug use (IDU) received a confidence rating of 92 percent (92%) and “How to refrain from sexual intercourse” received a confidence rating of 92 percent (92%) from the trainers. Confidence in teaching specific skills that promote abstinence such as decision-making skills was 96 percent (96%); refusal/negotiation skills were 92 percent (92%) and problem-solving/critical-thinking skills were 90 percent (90%).

High School Teachers – Fifty percent (50%) rate the information about skills to help students refrain from IDU as “Very Important.” Fifty percent (50%) rate the information about skills to help students refrain from engaging in sexual intercourse as “Very Important.” Overall, 100 percent (100%) of the teachers felt this component was important.

Middle School Teachers – One hundred percent (100%) rated the skills to help students refrain from IDU as “Very Important.” One hundred percent (100%) rated the information about helping students refrain from engaging in sexual intercourse as “Very Important.”

High School Students – Eighty-seven percent (87%) recall receiving information about skills needed to refrain from engaging in risk behaviors such as sexual intercourse and IDU.

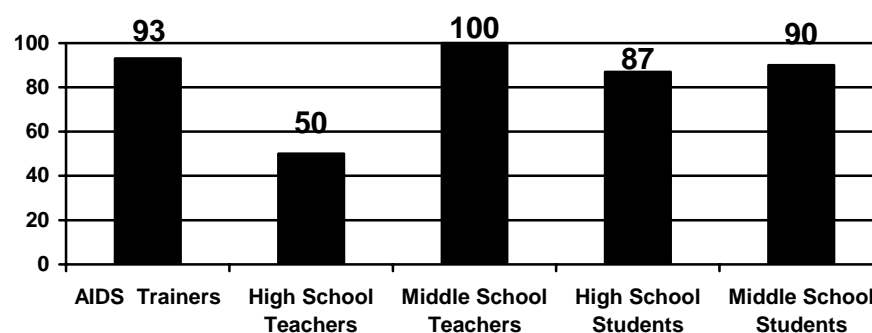
Middle School Students – Ninety percent (90%) recall receiving information about refraining from risk behaviors such as IDU and sexual intercourse.

Sexual Abstinence and Skills Development

Trainers – Confidence/Competency Level

Teachers – “Very Important” Rating

Students – Recall Rate



Non-Sexual Ways of Showing Affection

AIDS Trainers – A confidence rating of 92 percent (92%) was self-reported by the trainers for presenting material addressing non-sexual ways of showing affection and other alternatives to sex.

High School Teachers – Seventy-five percent (75%) rate this component as important. Of this group, 50 percent (50%) felt it was “Very Important.”

Middle School Teachers – One hundred percent (100%) rate this component of a Teacher Training as important. Of this group, none however, rated it as “Very Important.”

High School Students – Sixty-two percent (62%) of high school students remember receiving information about non-sexual ways to show affection.

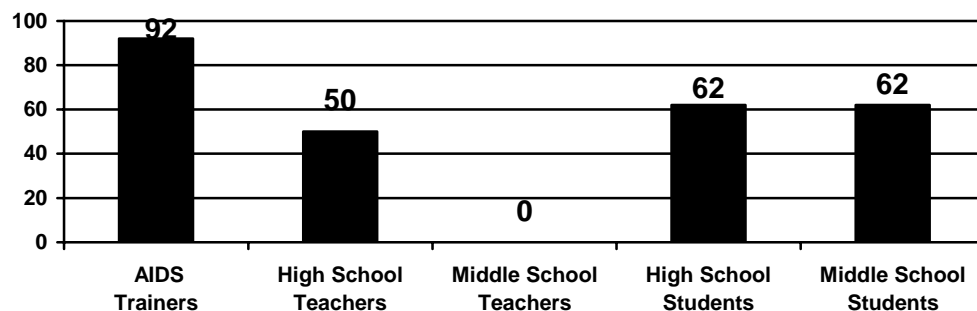
Middle School Students – Sixty-two percent (62%) of middle school students remember receiving information about non-sexual ways to show affection.

Non-Sexual Ways of Showing Affection

Trainers – Confidence/Competency Level

Teachers – “Very Important” Rating

Students – Recall Rate



Teen Perceptions of Risk

AIDS Trainers – A confidence rating of 90 percent (90%) was given to the Teacher Training component designed to make students' perception of risk more realistic. This lower than normal confidence rating possibly reflects the trainers' desire to keep all students free from infection and/or disease, yet having little control of the students' behaviors.

Teachers – Although middle school and high school teachers were not directly surveyed on this component, many of the teaching strategies and activities learned at a Teacher Training reflect risk behaviors and possible consequences.

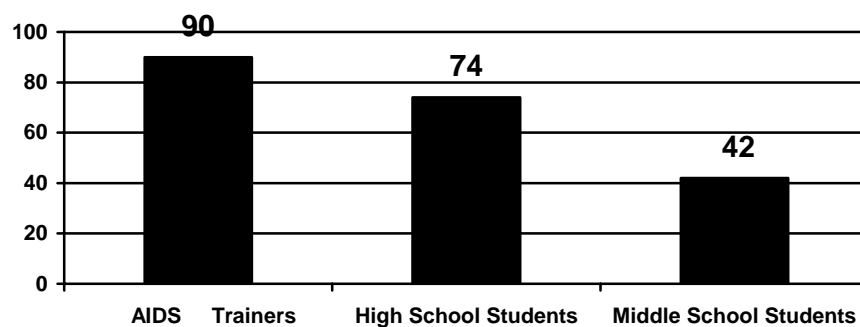
High School Students – Seventy-four percent (74%) recall receiving information that reflected their perception of vulnerability to becoming HIV infected.

Middle School Students – Forty-two percent (42%) recall receiving information that reflected their chance of becoming HIV infected in a realistic manner.

Teen Perceptions of Risk

Trainers – Confidence/Competency Level

Students – Recall Rate



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Attitudes Toward HIV-Infected Persons

AIDS Trainers – A confidence rating of 96 percent (96%) was reported concerning attitudes toward HIV-infected persons. The Teacher Training component concerned with human rights and discrimination received a 90 percent (90%) rating of confidence from the trainers.

High School Teachers – Seventy-five percent (75%) rated this educational component concerning attitudes toward HIV-infected persons as “Very Important.”

Middle School Teachers – One hundred percent (100%) rated this educational component concerning attitudes toward HIV-infected persons as “Very Important.”

High School Students – Seventy-three percent (73%) recall receiving information concerning attitudes and behaviors toward HIV-infected persons from their teacher.

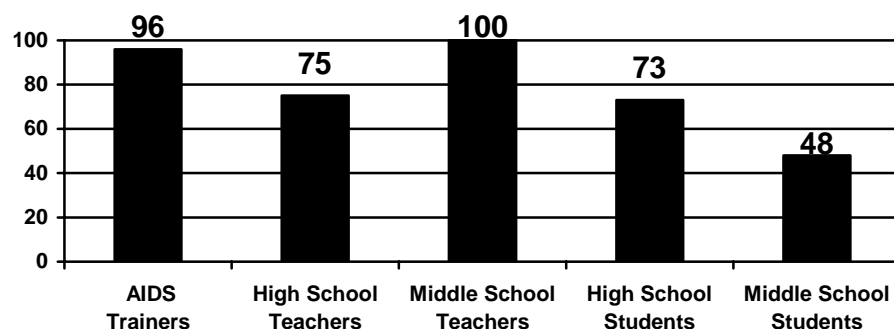
Middle School Students – Forty-eight percent (48%) recall receiving information in regard to changing personal attitudes and behaviors toward persons infected with HIV.

Attitudes Toward HIV-Infected Persons

Trainers – Confidence/Competency Level

Teachers – “Very Important” Rating

Students – Recall Rate



Human Sexuality

AIDS Trainers – The trainers reported a confidence rating of 100 percent (100%) for presenting material concerning human sexuality.

High School Teachers – Seventy-five percent (75%) of high school teachers see this as an important component of a Teacher Training. Of this group, 50 percent (50%) felt it was "Very Important."

Middle School Teachers – One hundred percent (100%) of middle school teachers rated this as an "Important" component of the training, none however, rated it as "Very Important."

High School Students – Sixty-seven percent (67%) of high school students recall receiving information from their teachers regarding human sexuality.

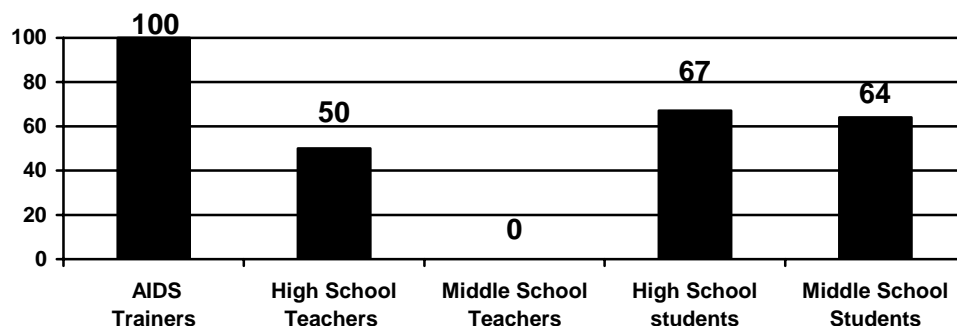
Middle School Students – Sixty-four percent (64%) of middle school students recall receiving information from their teachers regarding human sexuality, including acceptance and tolerance of sexual orientations.

Human Sexuality

Trainers – Confidence/Competency Level

Teachers – "Very Important" Rating

Students – Recall Rate



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Condom Efficacy and Demonstration

AIDS Trainers – The AIDS trainers had a confidence rating of 98 percent (98%) in presenting material regarding condom efficacy. The condom demonstration component received a confidence rating of 92 percent (92%).

High School Teachers – Seventy-five percent (75%) found the condom efficacy information to be important, with 50 percent (50%) rating it "Very Important." Fifty percent (50%) of high school teachers found the condom demonstration to be a "Very Important" component of the Teacher Training.

Middle School Teachers – One hundred percent (100%) found the condom efficacy information and condom demonstration to be an important component of the Teacher Training, none however, rated it as "Very Important."

High School Students – Eighty-seven percent (87%) of high school students recall receiving information about condom efficacy and sixty-six percent (66%) also recall the correct use of a condom, which is taught through a condom demonstration.

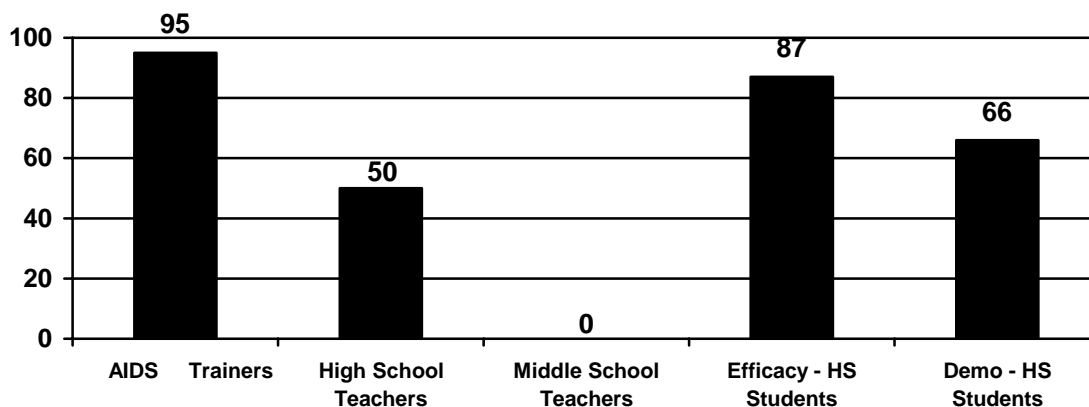
Middle School Students – Neither a condom efficacy nor a condom demonstration component was surveyed at the middle school grade level. Most school districts in Montana include condom information at the high school grade level only.

Condom Efficacy and Demonstration

Trainers – Confidence/Competency Level

Teachers – "Very Important" Rating

Students – Recall Rate



Teaching Strategies, Lesson Plans and Activities

AIDS Trainers – A confidence rating of 90 percent (90%) was reported by trainers on effectively presenting age-appropriate teaching strategies, lesson plans and activities.

High School Teachers – One hundred percent (100%) of high school teachers felt that the teaching strategies and activities obtained at a Teacher Training were “Very Important.”

Middle School Teachers – Seventy-five percent (75%) of middle school teachers felt that the teaching strategies and activities obtained at a Teacher Training were “Very Important.”

High School Students – Eighty-six percent (86%) of high school students recall easy-to-understand lessons and activities that taught messages about HIV and AIDS.

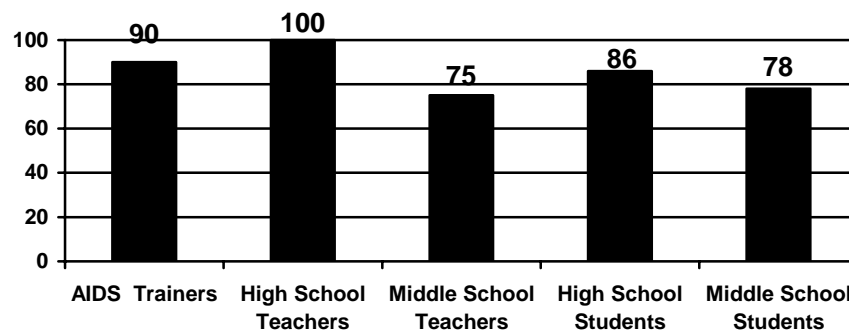
Middle School Students – Seventy-eight percent (78%) of middle school students recall easy-to-understand lessons and activities that taught messages about HIV and AIDS.

Teaching Strategies, Lesson Plans and Activities

Trainers – Confidence/Competency Level

Teachers – “Very Important” Rating

Students – Recall Rate



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Curriculum Materials

AIDS Trainers – Information regarding various curricula that are available and other resources pertinent to age-appropriate HIV/AIDS education is presented with 90 percent (90%) confidence.

High School Teachers – One hundred percent (100%) rate the information they receive regarding age-appropriate HIV/AIDS curricula as a “Very Important” component of a Teacher Training.

Middle School Teachers – One hundred percent (100%) rate this as a “Very Important” component of a Teacher Training.

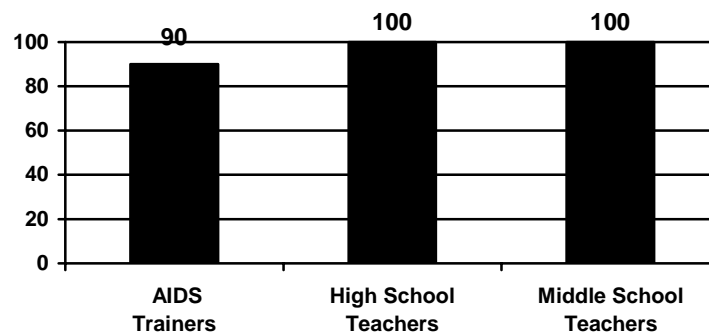
Students – Middle school and high school students were not surveyed on this component.

Curriculum Materials

Trainers – Confidence/Competency Level

Teachers – “Very Important” Rating

Students – Recall Rate



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Policy

AIDS Trainers – Information regarding policy specific to rights and accommodations of HIV-infected staff and/or students is presented with 98 percent (98%) confidence. Information on policy for HIV/AIDS education is presented with 98 percent (98%) confidence.

High School Teachers – Sixty-seven percent (67%) rank the policies for HIV-infected students or staff as “Very Important.”

Middle School Teachers – Fifty percent (50%) rank the policies for HIV-infected students or staff (rights, accommodations, discrimination) as a “Very Important” component of a Teacher Training.

High School Students – Forty-eight percent (48) recall receiving information concerning the rights of HIV-infected persons.

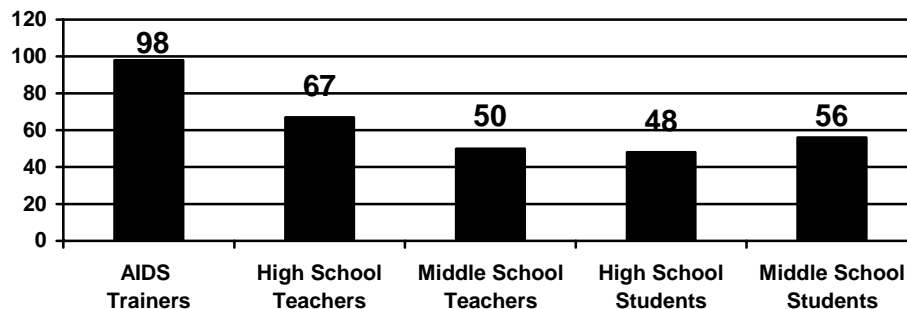
Middle School Students – Fifty-six percent (56%) recall receiving information concerning the rights of HIV-infected persons.

Policy

Trainers – Confidence/Competency Level

Teachers – “Very Important” Rating

Students – Recall Rate



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Universal Precautions

AIDS Trainers – Information related to universal precautions is presented with 98 percent (98%) confidence. Trainers reported a 100 percent (100%) confidence rating regarding information presented on work site safety issues and policy.

High School Teachers – Seventy-five percent (75%) of high school teachers rate the universal precautions component as “Very Important.”

Middle School Teachers – One hundred percent (100%) of middle school teachers rate the universal precautions component as “Very Important.”

High School Students – Seventy percent (70%) of high school students recall receiving information covering universal precautions and how to safely handle all blood and body fluids.

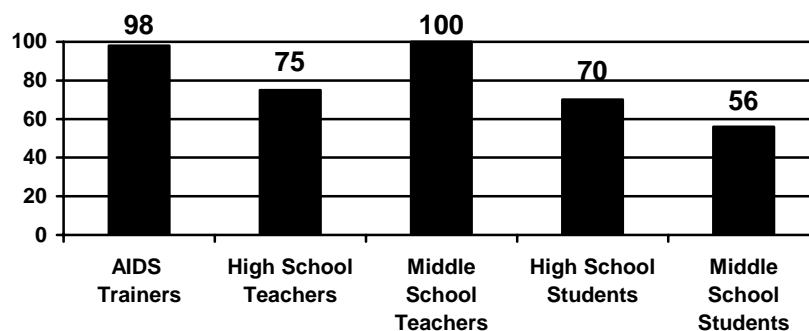
Middle School Students – Fifty-six percent (56%) of middle school students recall receiving information covering universal precautions and how to safely handle all blood and body fluids.

Universal Precautions

Trainers – Confidence/Competency Level

Teachers – “Very Important” Rating

Students – Recall Rate



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Other Components

The AIDS trainers were surveyed on some components of a Teacher Training in which teachers and students were not surveyed. These components are reflected in the following:

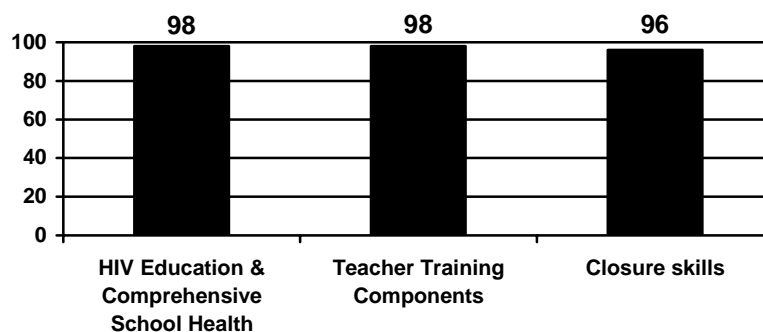
- The trainers report that information regarding the importance of HIV/AIDS education within a health enhancement and comprehensive school health program is presented with 98 percent (98%) confidence.
- Their overall rate of confidence in presenting material at an HIV/AIDS Teacher Training is 98 percent (98%).
- Closure skills and the manner in which a Teacher Training concludes received a confidence rating of 96 percent (96%).

Comprehensive School Health Program

Teacher Training Components

Teacher Training Closure

Trainers – Confidence/Competency Level



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Barriers

The middle school and high school teachers' survey included a section in which potential barriers to teaching HIV/AIDS education in school districts could be noted. These barriers are reflected in the following:

- Middle school teachers report the major barrier to implementing effective HIV prevention education is the lack of curriculum materials.
- The least restrictive barrier to implementing effective HIV prevention, according to middle school teachers, was inadequate support from OPI and a lack of staff comfort in teaching HIV.
- High school teachers report the major barrier to implementing effective HIV prevention education is the perception that youth in the community are not at risk for HIV infection.
- The least restrictive barrier to implementing effective HIV prevention, according to high school teachers, was inadequate support from the OPI and lack of staff comfort in teaching HIV.

Potential barrier results can be viewed in the survey results (Appendix B-2).

III. Recommendations

- Retain the components currently presented at a Teacher Training. The findings clearly indicate that all topic areas covered are important.
- The component that deals with effectively instructing students about their own (teens in general) perception of their vulnerability to HIV infection is a difficult component to effectively present. The AIDS trainers self-reported a rate of confidence at 90 percent, recognizing that teens don't often see themselves as vulnerable. Forty-two percent of middle school and 74 percent of high school students recall the activities and lessons presented which help teens become aware of their vulnerability. To enhance the trainer's confidence and competency, attendance at seminars and trainings, which provide teaching strategies that address teen perceptions and vulnerability, will be encouraged.
- Increase teacher awareness for the importance of the condom efficacy information and the condom demonstration component of a Teacher Training. Currently, 95 percent of trainers but only 50 percent of high school teachers surveyed reported the condom efficacy information and the condom demonstration as important. However, 87 percent of high school students recalled the information presented regarding condom efficacy and a condom demonstration that taught the proper use of condoms. It is recognized by the Centers for Disease Control and Prevention (CDC) that condoms are effective in the prevention of HIV and unintended pregnancy when used consistently and correctly.
- Continue to provide up-to-date and factual information about HIV and AIDS to the trainers as a critical element in the "101" component of a Teacher Training. One hundred percent of middle school and 100 percent of high school teachers reported this as a "Very Important" component of a Teacher Training. Furthermore, 94 percent of middle school students and 98 percent of high school students recall receiving information about HIV and AIDS from their teacher who had attended a Teacher Training.
- Emphasize during a teacher training the information on HIV testing and the location of HIV testing sites, as this information is important to students. Sixty-eight percent of high school students recall receiving information about HIV testing and only 44 percent recall information regarding HIV testing sites.
- Emphasize non-sexual ways of showing affection. One hundred percent of middle school and 75 percent of high school teachers report this as an important component of a teacher training. Yet, only 62 percent of middle school and high school students remember receiving this information.
- Continue to emphasize the Teacher Training component that is concerned with attitudes and behaviors toward HIV-infected persons and the rights of HIV-infected persons. One hundred percent of middle school and high school teachers felt this was an important Teacher Training component. Forty-eight percent of middle school students and 73 percent of high school students recall information concerned with attitudes and behaviors toward HIV-infected persons. Fifty-six percent of middle school students and 48 percent of high school students recall receiving information about the rights of HIV-infected persons.
- Increase the information presented within the human sexuality component of a Teacher Training, including acceptance and tolerance of differences in sexual orientation. Nearly all

middle school and high school teachers felt this was an important component of an HIV/AIDS Teacher Training. A majority of students – 67 percent of high school and 64 percent of middle school – recall receiving human sexuality information from their teachers.

IV. Summary

The OPI's HIV/AIDS Prevention Education Program is providing an excellent base in staff development for the dissemination of HIV/AIDS information through a Teacher Training. The five to six-hour Teacher Training is an effective mechanism by which AIDS trainers can present appropriate school-based HIV/AIDS information to teachers who will then become more confident and competent in providing this material to their students. Through teacher and student surveys, it is apparent that all the components of a Teacher Training are being passed effectively from trainer to teacher to students. As a result, students are receiving a factual, medically accurate, and unbiased educational approach to HIV prevention and AIDS education.

Appendix A-2

Survey Instruments

Training of Trainers Evaluation

Please take a moment to complete the following indicators of your knowledge and ability to provide the listed information during an HIV/AIDS Prevention Education workshop.

		<u>I have a Definite Strength</u>			<u>I have a Definite Weakness</u>	
a.	Introduction/Ground rules/ Icebreakers	5	4	3	2	1
b.	Why HIV/AIDS education? - Connecting the YRBS and HIV/AIDS prevention education	5	4	3	2	1
c.	HIV/AIDS "101" - Transmission, prevention, testing, continuum, facts and statistics	5	4	3	2	1
d.	Abstinence - How to refrain from injecting drug use	5	4	3	2	1
	- How to refrain from sexual intercourse	5	4	3	2	1
e.	Non-Sexual Ways of Showing Affection	5	4	3	2	1
f.	Skills Development - Decision-Making Skills	5	4	3	2	1
	- Refusal/Negotiation Skills	5	4	3	2	1
	- Problem-Solving and Critical-Thinking Skills	5	4	3	2	1
g.	Student Perceptions -How to make the perceived risk more real	5	4	3	2	1
h.	Attitudes/Acceptance of HIV-Infected People	5	4	3	2	1
i.	Human Sexuality	5	4	3	2	1
j.	Condom Efficacy	5	4	3	2	1
k.	Condom Demonstration/Activity	5	4	3	2	1

l.	Teaching Strategies	5	4	3	2	1
m.	Curriculum Materials and Other Resources	5	4	3	2	1
n.	Human Rights and Discrimination	5	4	3	2	1
o.	Policy					
	-Rights and accommodations of HIV-infected students and staff	5	4	3	2	1
	-Education	5	4	3	2	1
	-Work site safety	5	4	3	2	1
p.	Universal Precautions					
	- Bloodborne pathogens and body fluid cleanup	5	4	3	2	1
	- Hep B school issues	5	4	3	2	1
q.	Health Enhancement					
	- How does HIV/AIDS education fit within CSHE?	5	4	3	2	1
r.	Confidence/Comfort Level	5	4	3	2	1
s.	Closure/Wrap-Up	5	4	3	2	1

I would like to receive more training in:

Optional comments:

2005-2006 HIV/AIDS EDUCATOR WORKSHOP FOLLOW-UP SURVEY

Some months ago, you attended a staff development workshop on HIV/AIDS. The purpose of this survey is to determine how helpful that workshop was. ***Please complete the survey*** – even if you did not provide HIV/AIDS instruction to students. The information you provide will be used to improve future staff development programs.

Please **DO NOT** put your name on this form. Your answers will be anonymous. Please complete the survey by **April 15** and return it in the enclosed postage-paid envelope.

1. Have you provided HIV instruction to students since you completed the staff development workshop?

☐

Yes

☐

No. Skip to Question 4.

2. About how many classroom periods (one hour) of HIV instruction have you provided since you completed the staff development workshop?

3. To what grade level did you provide HIV instruction? _____

4. How important were the following workshop topics in your awareness of HIV/AIDS education. Please circle your answer, with 3 being *Very Important* and 1 being *Not At All Important*.

		<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not At All Important</u>
a.	Knowledge about HIV and AIDS Transmission and prevention, testing, facts and statistics	3	2	1
b.	How to teach skills to help students refrain from injecting drug use	3	2	1
c.	How to teach skills to help students refrain from engaging in sexual intercourse	3	2	1
d.	Non-sexual ways of showing affection	3	2	1
e.	Attitudes toward HIV-infected persons	3	2	1
f.	Human sexuality information	3	2	1
g.	Condom efficacy information	3	2	1
h.	Condom demonstration (Not Applicable to K-8 training)	3	2	1

		<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not At All Important</u>
i.	Teaching strategies, lesson plans and activities	3	2	1
j.	Curriculum materials	3	2	1
k.	Policies for HIV-infected students or staff (Rights, accommodations, discrimination)	3	2	1
l.	District policies related to HIV/AIDS education	3	2	1
m.	Universal Precautions Bloodborne pathogens and body fluid cleanup; work site safety	3	2	1

Listed below are **potential barriers** to implementing effective HIV prevention education in schools. Please rate the extent to which each potential barrier affects HIV prevention in your school.

		Major Barrier ← → Not A Barrier				
1.	Lack of curricular materials appropriate for use in our school	5	4	3	2	1
2.	Lack of staff expertise in teaching HIV prevention to our students	5	4	3	2	1
3.	Difficulty integrating AIDS materials into an already saturated curriculum	5	4	3	2	1
4.	Perceptions that youth in our community are not at risk of HIV infection	5	4	3	2	1
5.	Parental resistance to HIV education in school settings.	5	4	3	2	1
6.	Concern that sexually-explicit information will encourage promiscuous sexual behavior	5	4	3	2	1
7.	Lack of district or school guidelines	5	4	3	2	1
8.	Lack of staff comfort in teaching HIV	5	4	3	2	1
9.	Inadequate support from the Office of Public Instruction	5	4	3	2	1

10. What other areas of HIV education, had they been presented in the HIV/AIDS Educator Workshop, would assist you in presenting this information to students?

Thank you for completing this survey.

This survey was supported by Cooperative Agreement No. U87/CCU822604-04 from the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention.

Student Survey (Optional)

If you attended an HIV/AIDS Teacher Training workshop and presented the information to your middle school and/or high school students please consider the following survey.

The Office of Public Instruction, as part of our grant with the Centers for Disease Control (CDC), is formulating a measurement of effectiveness—i.e., what amount of HIV/AIDS information has “trickled down” from the AIDS Trainers’ presentation to the teachers to the students. Our goal is to survey the students of six teachers who attended one of our HIV/AIDS workshops during the past year. The Student Survey is just one page in length and can easily be completed in five minutes of a class period.

You can return both this registration and the Follow-Up Survey in one envelope. The Follow-Up Survey will not have any identifiers attached to it and will remain anonymous.

Registration for Student Survey

Teacher’s name: _____

School mailing address: _____

Please send me _____ (class size) surveys for _____ Middle or _____ High School students.

Please return to:
Susan Court
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

HIV/AIDS EDUCATION MIDDLE SCHOOL STUDENT INPUT

Your teacher has received special training in providing HIV/AIDS education. Please check the appropriate box ("Yes," "No," or "Don't Recall") as to the material which your teacher presented to you.

Did you receive information on:

A. Material	Yes	No	Don't Recall
The difference between HIV and AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistics and up-to-date facts on HIV and AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How HIV is transmitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How HIV can progress to AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to avoid risk behaviors such as injecting drug use and sexual intercourse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-sexual ways of showing affection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teen views of the reality of becoming HIV-infected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to change personal attitudes and behaviors toward persons infected with HIV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human sexuality – (acceptance and tolerance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson plans/activities that taught messages about HIV and AIDS that were easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The rights of HIV-infected persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universal precautions on how to handle all blood and body fluid accidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your input on HIV/AIDS Education is important—Thank You!

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HIV/AIDS EDUCATION HIGH SCHOOL STUDENT INPUT

Your teacher has received specialized training in providing HIV/AIDS education. Please check the appropriate box ("Yes," "No," or "Don't Recall") as to the material which your teacher presented to you.

<u>Components:</u>	<u>Yes</u>	<u>No</u>	<u>Don't Recall</u>
Basic facts about HIV and AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistics and up-to-date information about HIV and AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIV testing information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIV testing sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills needed to refrain from engaging in risk behaviors, including sexual intercourse and injecting drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-sexual ways of showing affection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teen perceptions of vulnerability to HIV infection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes and behaviors toward HIV-infected persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human sexuality information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condom effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper use of condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson plans/activities that taught messages about HIV and AIDS that were easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rights of HIV-infected persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universal precautions-safe handling of all blood and body fluids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your input on HIV/AIDS Education is appreciated—Thank You.

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Appendix B-2

Survey Results

Training of Trainers Evaluation

Please take a moment to complete the following indicators of your knowledge and ability to provide the listed information during an HIV/AIDS Prevention Education workshop.

		<i><u>I have a Definite Strength</u></i>			<i><u>I have a Definite Weakness</u></i>		<u>Average</u>
a.	Introduction/Ground rules/ Icebreakers	5	4	3	2	1	4.8 or 96%
b.	Why HIV/AIDS education? - Connecting the YRBS and HIV/AIDS prevention education	5	4	3	2	1	4.5 or 90%
c.	HIV/AIDS "101" - Transmission, prevention, testing, continuum, facts and statistics	5	4	3	2	1	4.5 or 90%
d.	Abstinence - How to refrain from injecting drug use	5	4	3	2	1	4.6 or 92%
	- How to refrain from sexual intercourse	5	4	3	2	1	4.6 or 92%
e.	Non-Sexual Ways of Showing Affection	5	4	3	2	1	4.6 or 92%
f.	Skills Development - Decision-Making Skills	5	4	3	2	1	4.8 or 96%
	- Refusal/Negotiation Skills	5	4	3	2	1	4.6 or 92%
	- Problem-Solving and Critical-Thinking Skills	5	4	3	2	1	4.5 or 90%
g.	Student Perceptions -How to make the perceived risk more real	5	4	3	2	1	4.5 or 90%
h.	Attitudes/Tolerance Toward HIV-Infected People	5	4	3	2	1	4.8 or 96%
i.	Human Sexuality	5	4	3	2	1	5.0 or 100%

j.	Condom Efficacy	5	4	3	2	1	4.9 or 98%
k.	Condom Demonstration/Activity	5	4	3	2	1	4.6 or 92%
l.	Teaching Strategies	5	4	3	2	1	4.5 or 90%
m.	Curriculum Materials and Other Resources	5	4	3	2	1	4.5 or 90%
n.	Human Rights and Discrimination	5	4	3	2	1	4.5 or 90%
o.	Policy						
	-Rights and accommodations of HIV-infected students and staff	5	4	3	2	1	4.9 or 98%
	-Education	5	4	3	2	1	4.9 or 98%
	-Work site safety	5	4	3	2	1	5.0 or 100%
p.	Universal Precautions						
	- Blood-borne pathogens and body fluid cleanup	5	4	3	2	1	4.9 or 98%
	- Hep B school issues	5	4	3	2	1	5.0 or 100%
q.	Health Enhancement						
	- How does HIV/AIDS education fit within CSHE?	5	4	3	2	1	4.9 or 98%
r.	Confidence/Comfort Level	5	4	3	2	1	4.9 or 98%
s.	Closure/Wrap-Up	5	4	3	2	1	4.8 or 96%

Optional Comments:

- Thanks for YRBS information.

2005-2006 HIV/AIDS EDUCATOR WORKSHOP FOLLOW-UP SURVEY

Some months ago, you attended a staff development workshop on HIV/AIDS. The purpose of this survey is to determine how helpful that workshop was. *Please complete the survey* – even if you did not provide HIV/AIDS instruction to students. The information you provide will be used to improve future staff development programs.

Please **DO NOT** put your name on this form. Your answers will be anonymous. When you have completed this survey, **please return it to: Susan Court, HIV/AIDS Education, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501.**

1. Have you provided HIV instruction to students since you completed the staff development workshop?

☐

Yes

☐

No. Skip to Question 4.

2. About how many classroom periods (one hour) of HIV instruction have you provided since you completed the staff development workshop? 2.0 hours

3. To what grade level did you provide HIV instruction? Middle School

4. How important were the following workshop topics in your efforts to provide quality HIV education to your students? Please circle your answer, with *3 being Very Important* and *1 being Not At All Important*.

		<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not At All Important</u>
a.	Knowledge about HIV and AIDS Transmission and prevention, testing, facts and statistics	100.0%	0.0%	0.0%
b.	How to teach skills to help students refrain from injecting drug use	100.0%	0.0%	0.0%
c.	How to teach skills to help students refrain from engaging in sexual intercourse	100.0%	0.0%	0.0%
d.	Non-sexual ways of showing affection	0.0%	100.0%	0.0%
e.	Attitudes toward HIV-infected persons	100.0%	0.0%	0.0%
f.	Human sexuality information	0.0%	100.0%	0.0%
g.	Condom efficacy information	0.0%	100.0%	0.0%
h.	Condom demonstration/activity	0.0%	100.0%	0.0%

		<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not At All Important</u>
i.	Teaching strategies, lesson plans and activities	0.0%	100.0%	0.0%
j.	Curriculum materials	100.0%	0.0%	0.0%
k.	Policies for HIV-infected students or staff (Rights, accommodations, discrimination)	0.0%	100.0%	0.0%
l.	District policies related to HIV/AIDS education	100.0%	0.0%	0.0%
m.	Universal Precautions Blood-borne pathogens and body fluid cleanup; work site safety	100.0%	0.0%	0.0%

Listed below are **potential barriers** to implementing effective HIV prevention education in schools. Please rate the extent to which each potential barrier affects HIV prevention in your school.

		Major Barrier ← → Not A Barrier				
1.	Lack of curricular materials appropriate for use in our school	0.0%	0.0%	100.0%	0.0%	0.0%
2.	Lack of staff expertise in teaching HIV prevention to our students	0.0%	0.0%	0.0%	100.0%	0.0%
3.	Difficulty integrating AIDS materials into an already saturated curriculum	0.0%	0.0%	0.0%	100.0%	0.0%
4.	Perceptions that youth in our community are not at risk of HIV infection	0.0%	0.0%	0.0%	100.0%	0.0%
5.	Parental resistance to HIV education in school settings.	0.0%	0.0%	0.0%	100.0%	0.0%
6.	Concern that sexually-explicit information will encourage promiscuous sexual behavior	0.0%	0.0%	0.0%	100.0%	0.0%
7.	Lack of district or school guidelines	0.0%	0.0%	0.0%	100.0%	0.0%
8.	Lack of staff comfort in teaching HIV	0.0%	0.0%	0.0%	0.0%	100.0%
9.	Inadequate support from the Office of Public Instruction	0.0%	0.0%	0.0%	0.0%	100.0%

10. What other areas of HIV education, had they been presented in the HIV/AIDS Educator Workshop, would assist you in presenting this information to students?
- Very well done!
 - Please send all educators a DVD copy of the STD's. It was marvelous and I would really appreciate the accurate information to share with students. The workshops were fantastic. I had some positive feedback from the students and their parents. Allowing 2-3 days for information was worthwhile and more meaningful. Plus, meeting other students at the workshop was great for my students! It was a super workshop.
 - We felt all areas were covered adequately.
 - Community acceptance.
 - Susan and Connie did an excellent job! I can't think of any other area they could have presented. I would highly recommend them to other schools for presentations.
 - I thought the workshop was excellent. I would go again and again to learn the information thoroughly and have it be updated.
 - Activities were great!

Thank you for completing this survey.

2005-2006 HIV/AIDS EDUCATOR WORKSHOP FOLLOW-UP SURVEY

Some months ago, you attended a staff development workshop on HIV/AIDS. The purpose of this survey is to determine how helpful that workshop was. *Please complete the survey* – even if you did not provide HIV/AIDS instruction to students. The information you provide will be used to improve future staff development programs.

Please **DO NOT** put your name on this form. Your answers will be anonymous. When you have completed this survey, **please return it to: Susan Court, HIV/AIDS Education, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501.**

1. Have you provided HIV instruction to students since you completed the staff development workshop?

☐

Yes

☐

No. Skip to Question 4.

2. About how many classroom periods (one hour) of HIV instruction have you provided since you completed the staff development workshop? 7.0 hours (4 respondents/28 hours total)

3. To what grade level did you provide HIV instruction? High School

4. How important were the following workshop topics in your efforts to provide quality HIV education to your students? Please circle your answer, with *3 being Very Important* and *1 being Not At All Important*.

		<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not At All Important</u>
a.	Knowledge about HIV and AIDS Transmission and prevention, testing, facts and statistics	100.0%	0.0%	0.0%
b.	How to teach skills to help students refrain from injecting drug use	50.0%	25.0%	25.0%
c.	How to teach skills to help students refrain from engaging in sexual intercourse	50.0%	50.0%	0.0%
d.	Non-sexual ways of showing affection	50.0%	25.0%	25.0%
e.	Attitudes toward HIV-infected persons	75.0%	25.0%	0.0%
f.	Human sexuality information	50.0%	25.0%	25.0%
g.	Condom efficacy information	50.0%	25.0%	25.0%
h.	Condom demonstration/activity	50.0%	0.0%	50.0%

		<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not At All Important</u>
i.	Teaching strategies, lesson plans and activities	100.0%	0.0%	0.0%
j.	Curriculum materials	100.0%	0.0%	0.0%
k.	Policies for HIV-infected students or staff (Rights, accommodations, discrimination)	66.7%	100.0%	33.3%
l.	District policies related to HIV/AIDS education	66.7%	0.0%	33.3%
m.	Universal Precautions Blood-borne pathogens and body fluid cleanup; work site safety	75.0%	0.0%	25.0%

Listed below are **potential barriers** to implementing effective HIV prevention education in schools. Please rate the extent to which each potential barrier affects HIV prevention in your school.

		Major Barrier ← → Not A Barrier			
1.	Lack of curricular materials appropriate for use in our school	0.0%	25.0%	0.0%	75.0%
2.	Lack of staff expertise in teaching HIV prevention to our students	25.0%	0.0%	25.0%	50.0%
3.	Difficulty integrating AIDS materials into an already saturated curriculum	0.0%	0.0%	25.0%	75.0%
4.	Perceptions that youth in our community are not at risk of HIV infection	25.0%	0.0%	50.0%	25.0%
5.	Parental resistance to HIV education in school settings.	0.0%	25.0%	0.0%	75.0%
6.	Concern that sexually-explicit information will encourage promiscuous sexual behavior	0.0%	0.0%	25.0%	75.0%
7.	Lack of district or school guidelines	0.0%	0.0%	25.0%	75.0%
8.	Lack of staff comfort in teaching HIV	0.0%	0.0%	25.0%	75.0%
9.	Inadequate support from the Office of Public Instruction	0.0%	0.0%	25.0%	75.0%

10. What other areas of HIV education, had they been presented in the HIV/AIDS Educator Workshop, would assist you in presenting this information to students?

- As a substitute teacher, I'm not able to answer the questions on potential barriers.

Thank you for completing this survey.

HIV/AIDS EDUCATION MIDDLE SCHOOL STUDENT INPUT

Your teacher has received special training in providing HIV/AIDS education. Please check the appropriate box (“Yes,” “No,” or “Don’t Recall”) as to the material which your teacher presented to you.

Did you receive information on:

B. Material	Yes	No	Don’t Recall
The difference between HIV and AIDS	94.0%	0.0%	6.0%
Statistics and up-to-date facts on HIV and AIDS	86.0%	6.0%	8.0%
How HIV is transmitted	98.0%	0.0%	2.0%
How HIV can progress to AIDS	70.0%	2.0%	28.0%
How to avoid risk behaviors such as injecting drug use and sexual intercourse	90.0%	0.0%	10.0%
Non-sexual ways of showing affection	62.0%	8.0%	30.0%
Teen views of the reality of becoming HIV-infected	42.0%	16.0%	42.0%
How to change personal attitudes and behaviors toward persons infected with HIV	48.0%	14.0%	38.0%
Human sexuality – (acceptance and tolerance)	64.0%	6.0%	30.0%
Lesson plans/activities that taught messages about HIV and AIDS that were easy to understand	78.0%	4.0%	18.0%
The rights of HIV-infected persons	56.0%	10.0%	34.0%
Universal precautions on how to handle all blood and body fluid accidents	56.0%	8.0%	36.0%

Your input on HIV/AIDS Education is important—Thank You!

HIV/AIDS EDUCATION HIGH SCHOOL STUDENT INPUT

Your teacher has received specialized training in providing HIV/AIDS education. Please check the appropriate box ("Yes," "No," or "Don't Recall") as to the material which your teacher presented to you.

<u>Components:</u>	<u>Yes</u>	<u>No</u>	<u>Don't Recall</u>
Basic facts about HIV and AIDS	98.2%	0.0%	1.8%
Statistics and up-to-date information about HIV and AIDS	84.3%	4.6%	11.1%
HIV testing information	67.6%	8.3%	24.1%
HIV testing sites	43.5%	22.2%	34.3%
Skills needed to refrain from engaging in risk behaviors, including sexual intercourse and injecting drug use	87.0%	5.6%	7.4%
Non-sexual ways of showing affection	62.0%	15.7%	22.2%
Teen perceptions of vulnerability to HIV infection	74.1%	5.6%	20.4%
Attitudes and behaviors toward HIV-infected persons	73.2%	9.3%	17.6%
Human sexuality information	66.7%	13.9%	19.4%
Condom effectiveness	87.0%	5.6%	7.4%
Proper use of condoms	65.7%	18.5%	15.8%
Lesson plans/activities that taught messages about HIV and AIDS that were easy to understand	86.1%	3.7%	10.2%
Rights of HIV-infected persons	48.2%	18.5%	33.3%
Universal precautions-safe handling of all blood and body fluids	70.4%	9.3%	20.4%

Your input on HIV/AIDS Education is appreciated—Thank You.

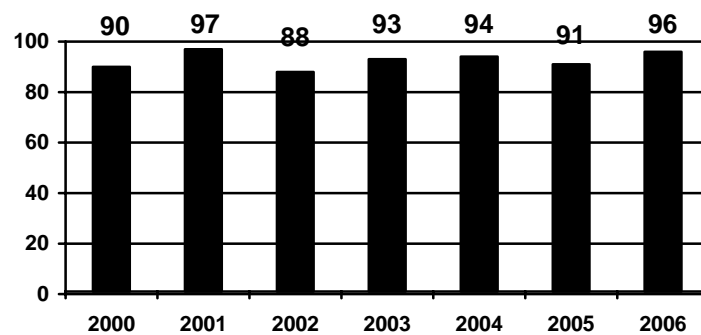
Appendix C-2

Trend Data

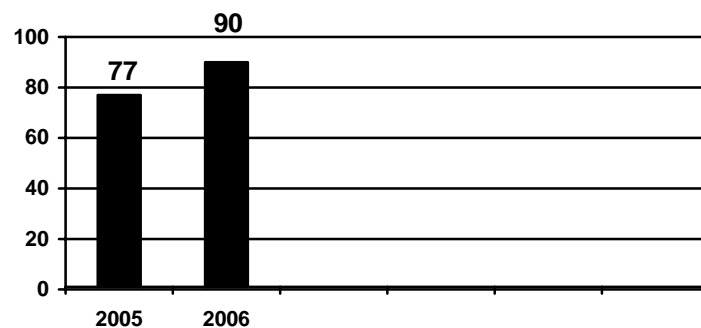
Training of Trainers Trend Data

The following graphs illustrate a confidence rating as self-reported by the cadre of AIDS trainers for each component of a teacher training. The percentage measures the trainers' ability to present the information with 100% confidence.

Introduction/Ground Rules/Icebreakers

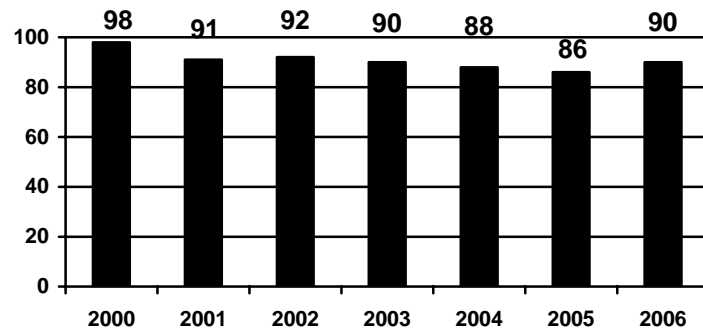


The YRBS and HIV/AIDS Education Making the connection

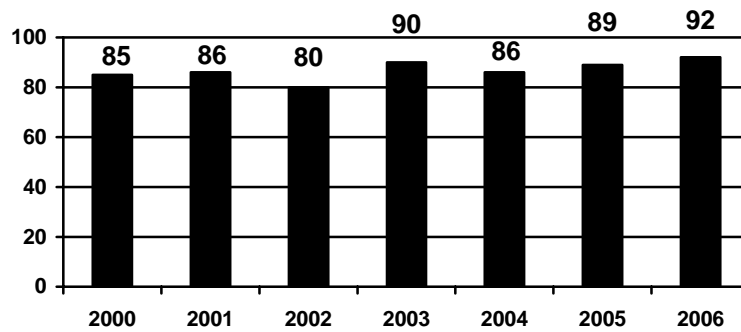


HIV/AIDS “101”

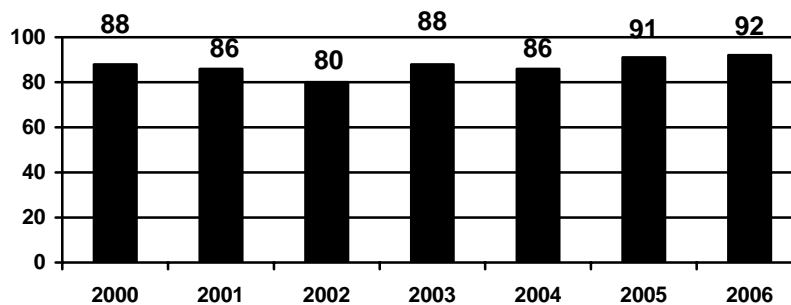
Transmission, prevention, testing,
progression from HIV to AIDS, facts and statistics



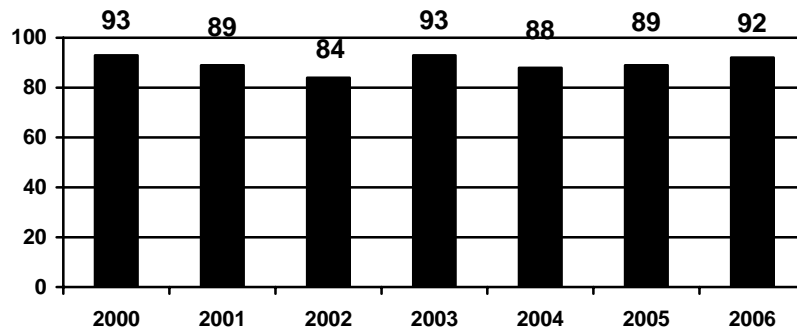
How to Refrain from Drug Use



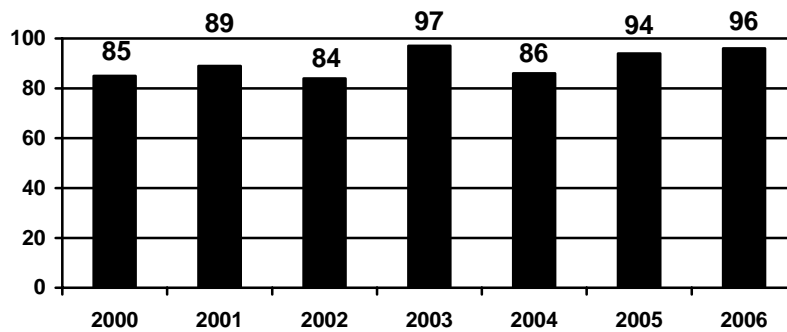
How to Refrain from Sexual Intercourse



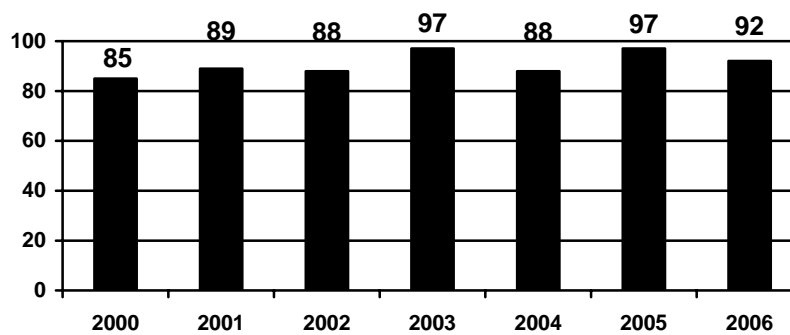
Non-Sexual Ways of Showing Affection



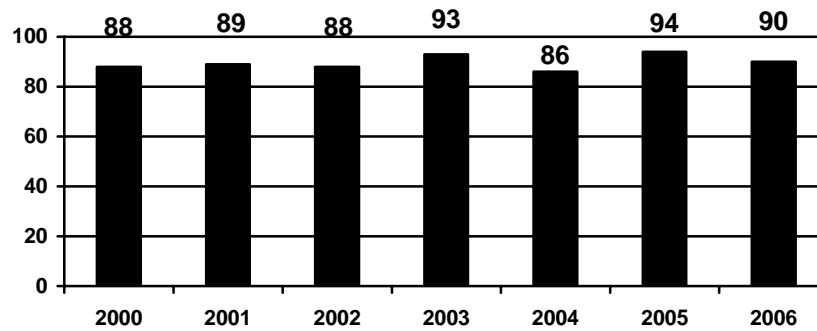
Decision-making Skills



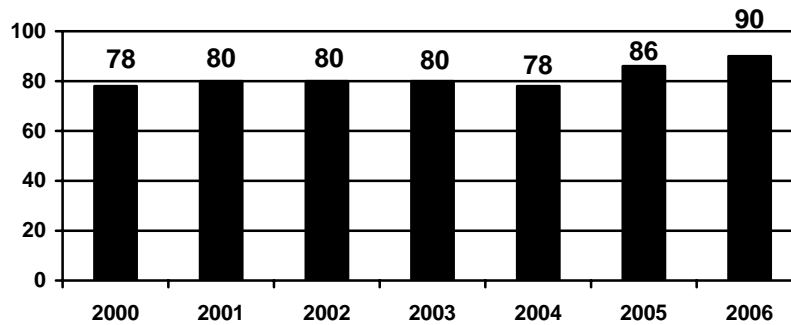
Refusal/Negotiation Skills



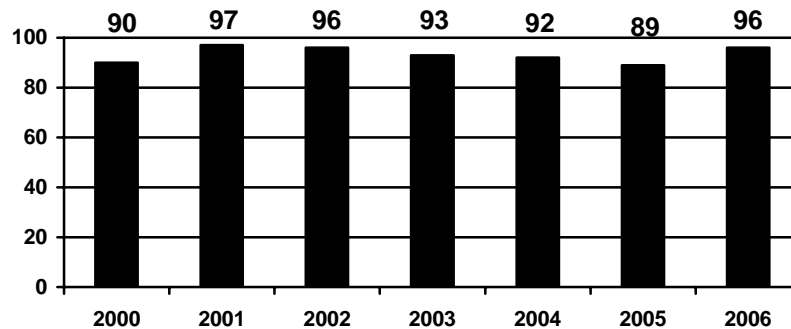
Problem Solving and Critical Thinking Skills



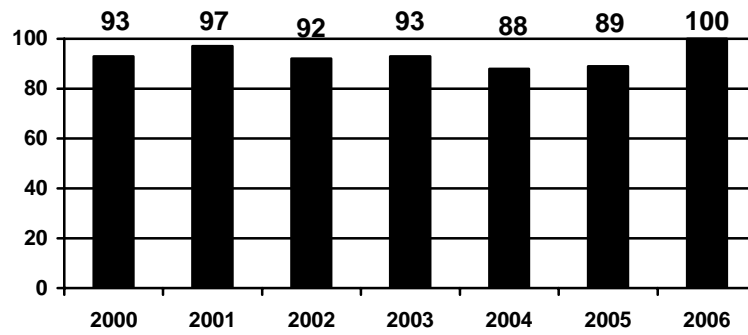
Student Perceptions (How to make the perceived risk more real)



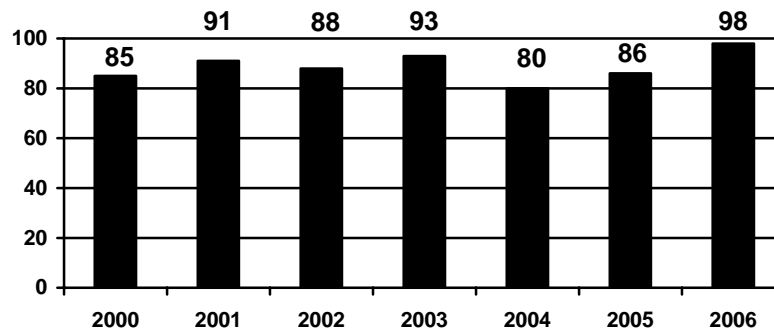
Attitudes/Tolerance Toward HIV-Infected People



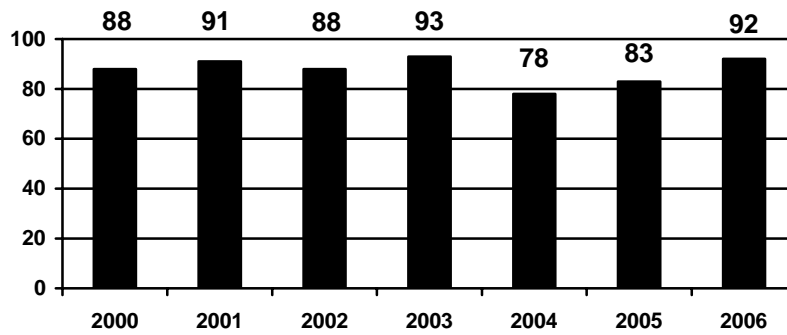
Human Sexuality



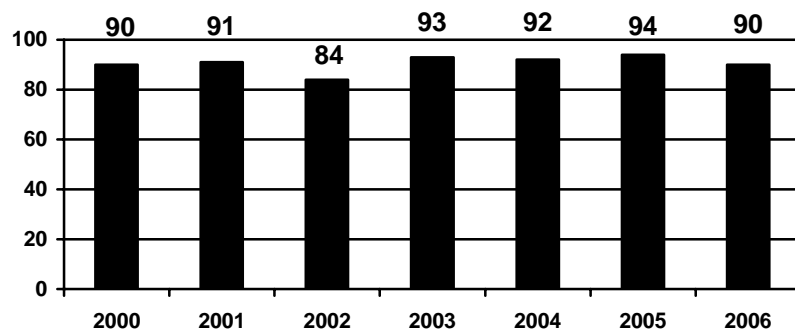
Condom Efficacy



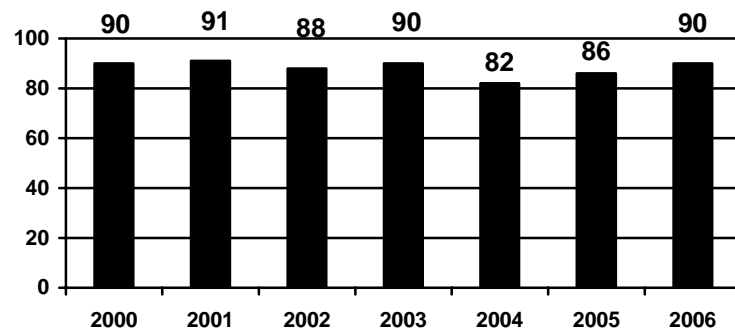
Condom Demonstration/Activity



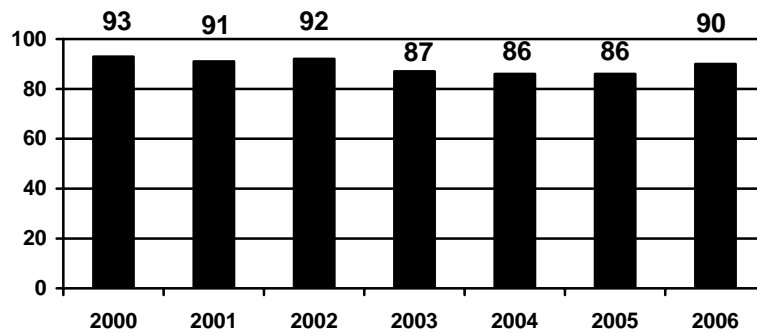
Teaching Strategies



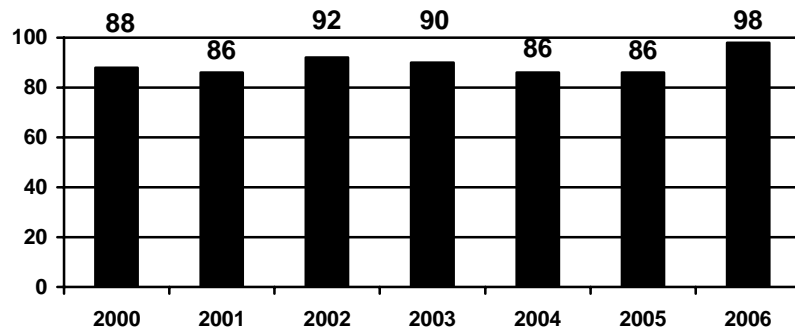
Curriculum Materials



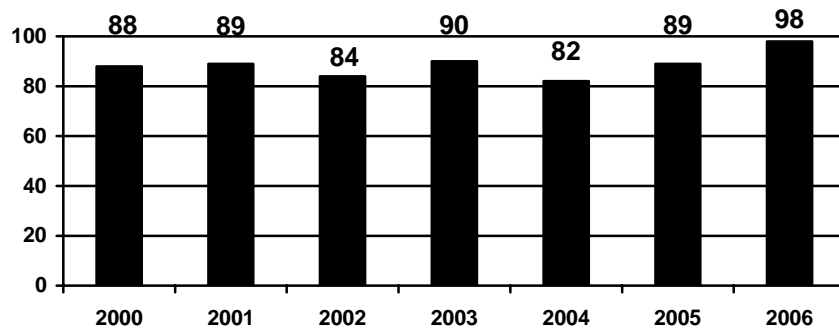
Human Rights and Discrimination



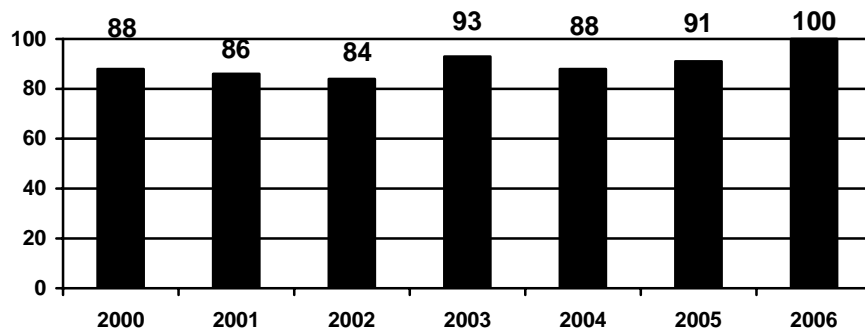
Policy – Rights and Accommodations of HIV-infected Students and Staff



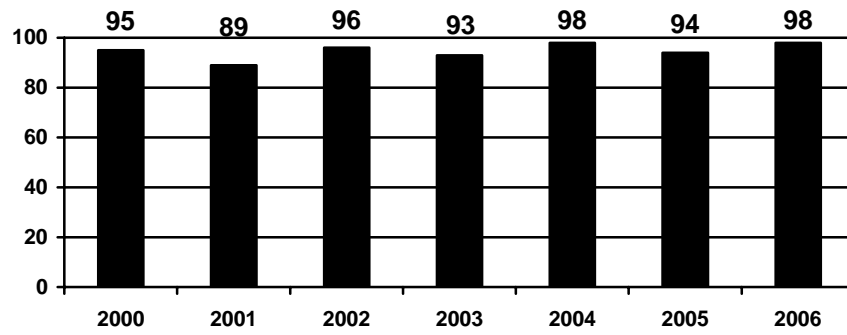
Policy – Education



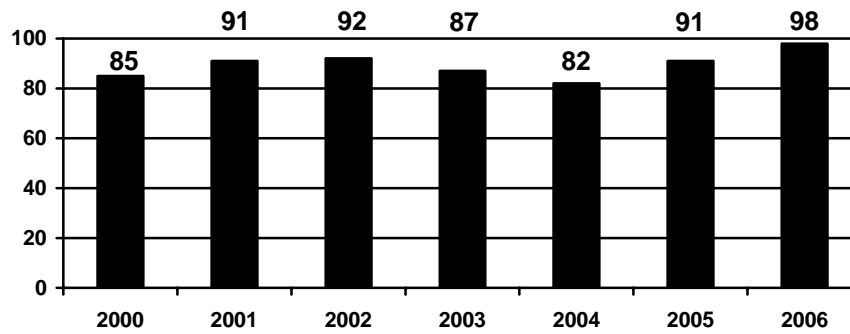
Policy – Work Site Safety



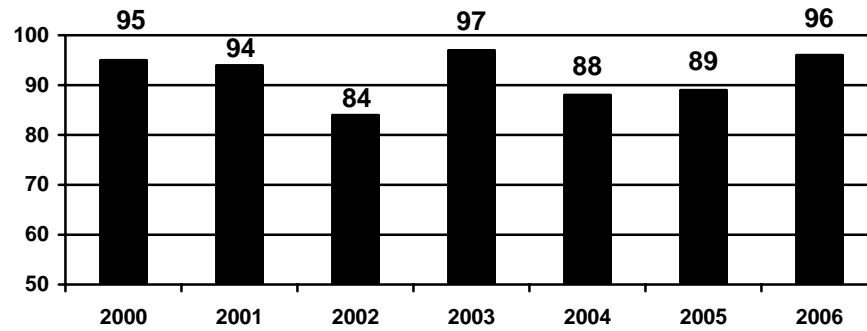
Universal Precautions



Comprehensive School Health Education



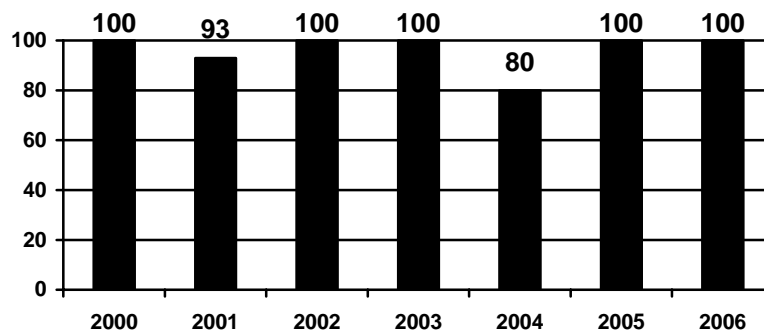
Closure/Wrap-Up



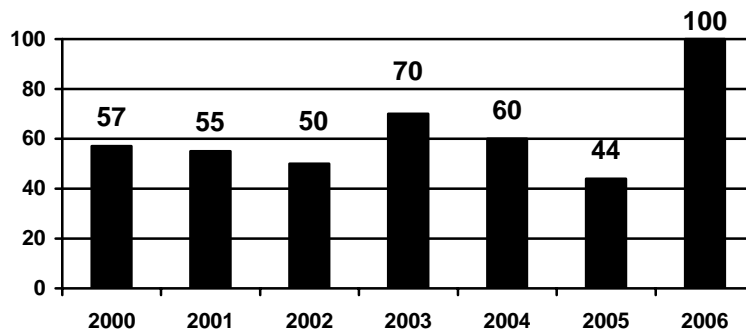
Middle School Teachers Trend Data

The middle school teacher's survey reports on how various components of a teacher training are viewed in terms of importance. The importance ratings are "Very Important," "Somewhat Important," or "Not At All Important." The following graphs illustrate the percentage of middle school teachers that rated various components of a workshop as "Very Important."

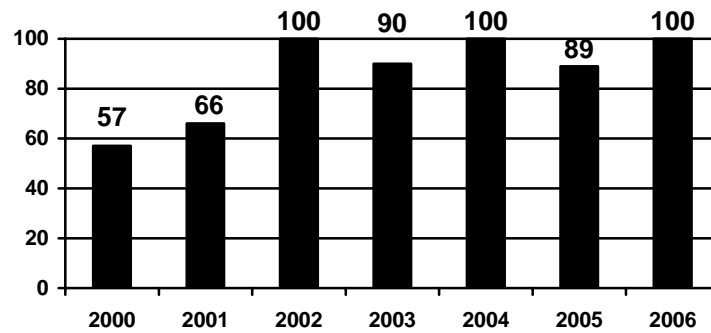
Knowledge about HIV/AIDS



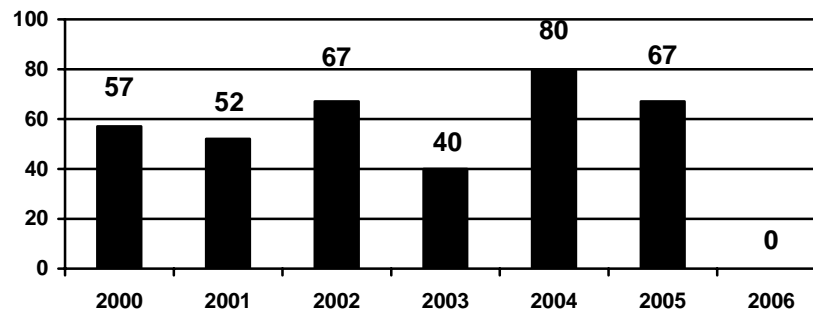
Skills to Refrain from Injecting Drug Use



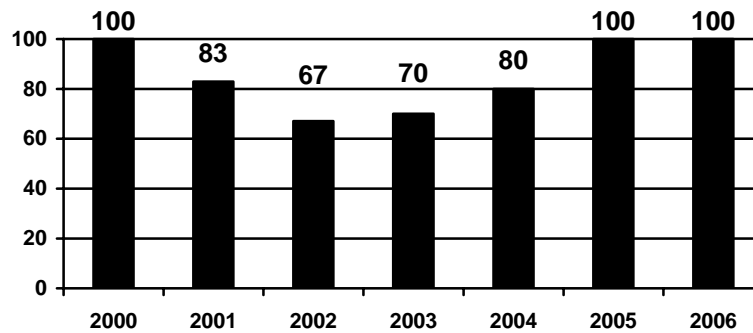
Skills to Refrain from Sexual Intercourse



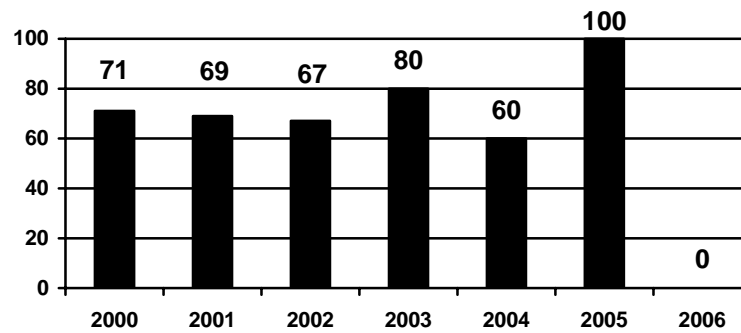
Non-Sexual Ways of Showing Affection



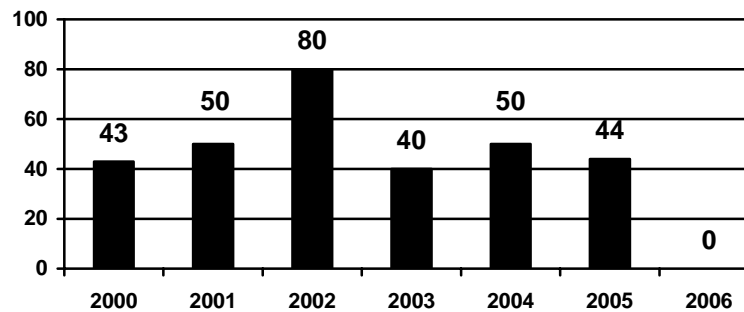
Attitudes Toward HIV-infected Persons



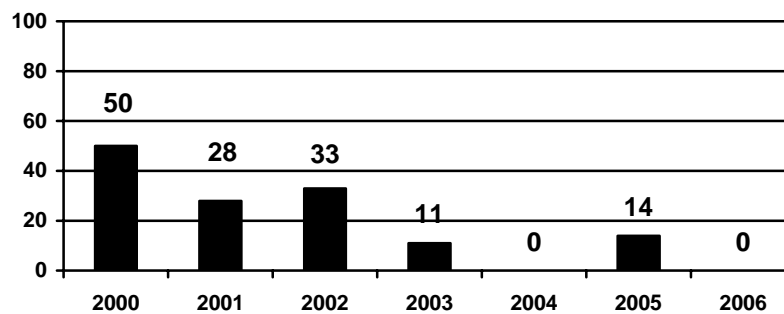
Human Sexuality Information



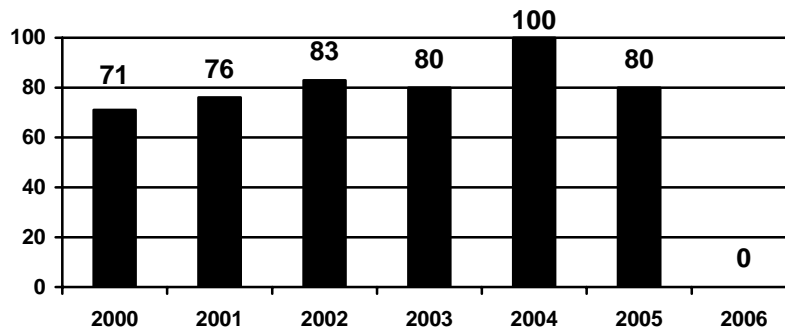
Condom Efficacy Information



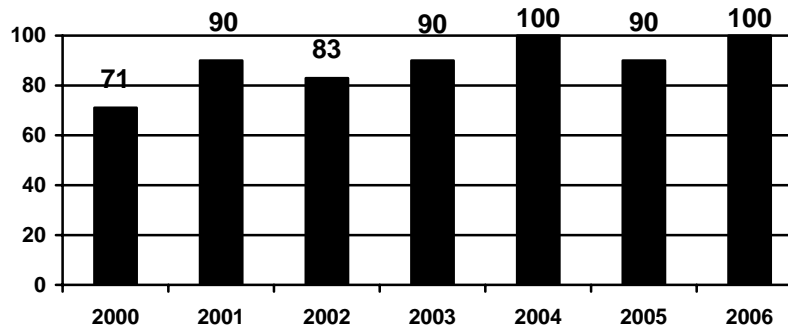
Condom Demonstration/Activity



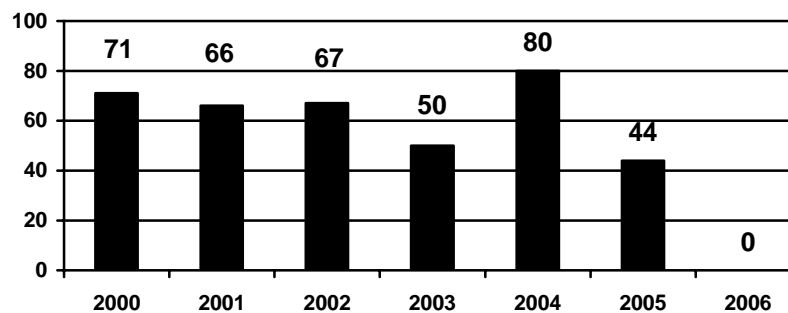
Teaching Strategies, Lesson Plans and Activities



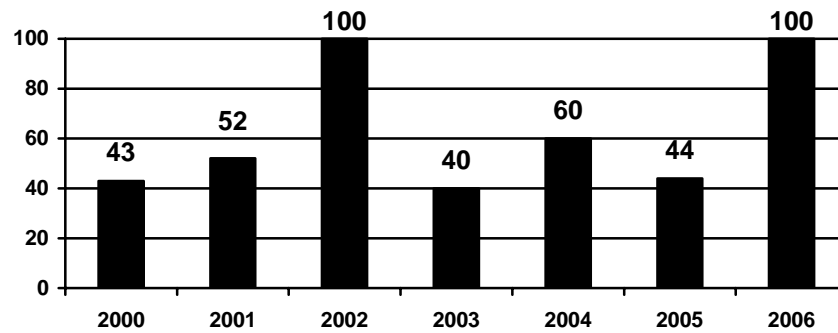
Curriculum Materials



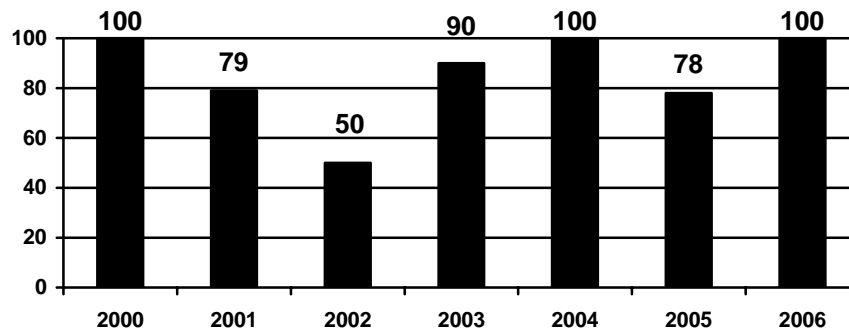
Policies for HIV-Infected Students and Staff (Rights, Accommodations, Discrimination)



District Policies Related To HIV/AIDS Education



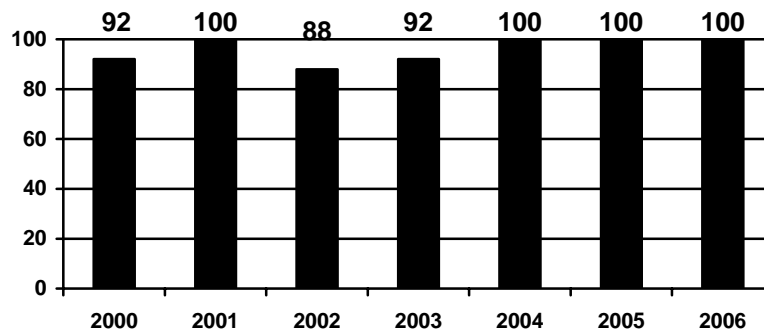
Universal Precautions (Bloodborne pathogens, body fluid cleanup and work site safety)



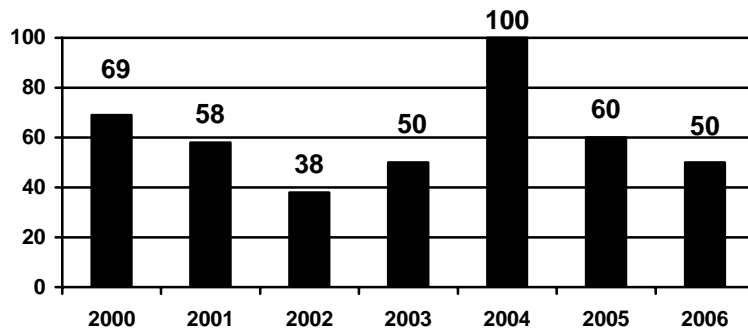
High School Teachers Trend Data

The high school teacher's survey reports on how various components of a teacher training are viewed in terms of importance. The importance ratings are "Very Important," "Somewhat Important," or "Not At All Important." The following graphs illustrate the percentage of high school teachers that rated various components of a workshop as "Very Important."

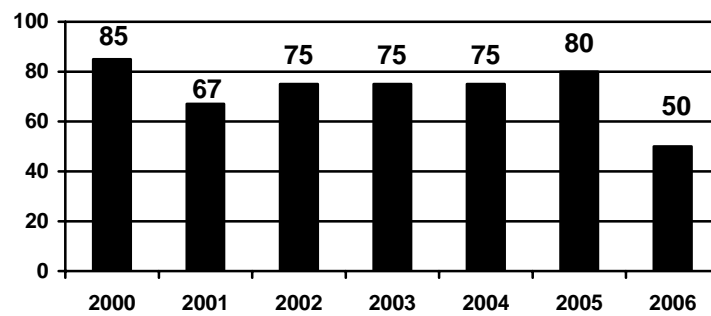
Knowledge about HIV/AIDS



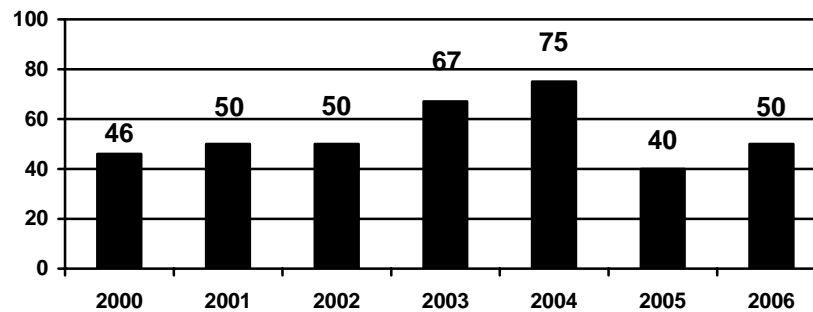
Skills to Refrain from Injecting Drug Use



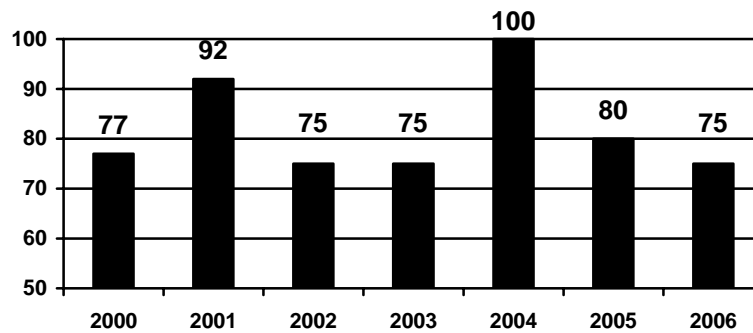
Skills to Refrain from Sexual Intercourse



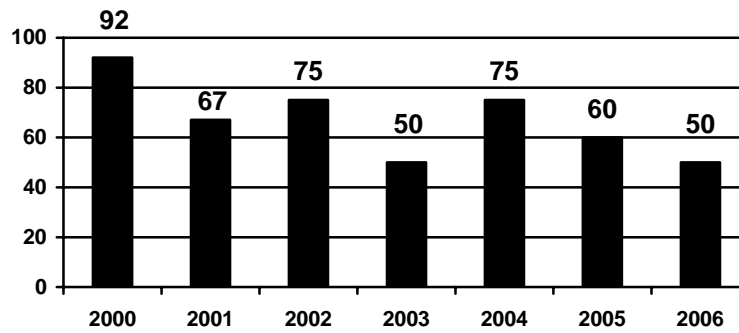
Non-Sexual Ways of Showing Affection



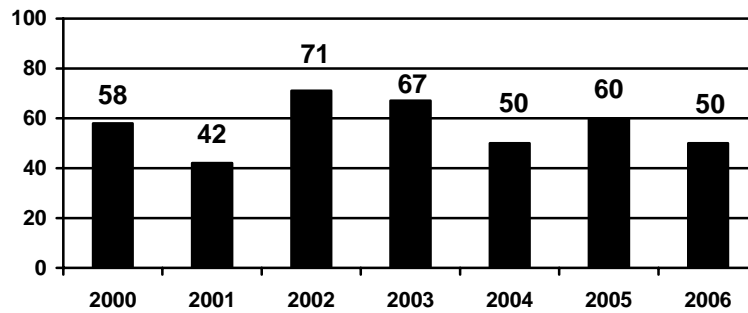
Attitudes Toward HIV-infected Persons



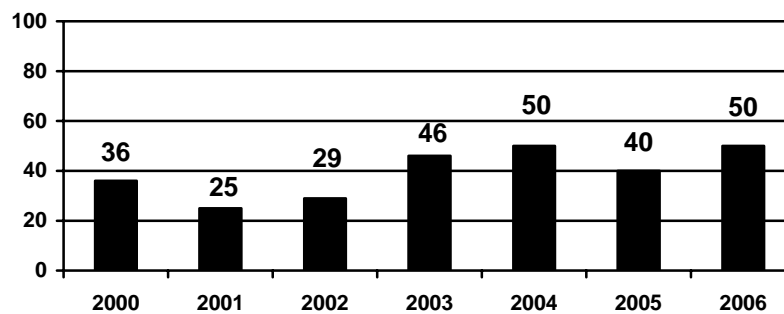
Human Sexuality Information



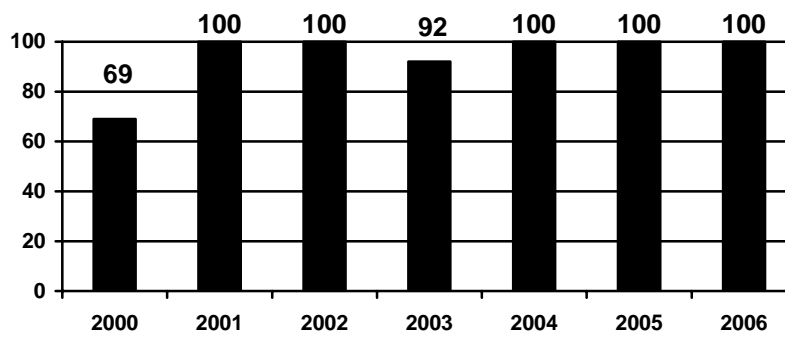
Condom Efficacy Information



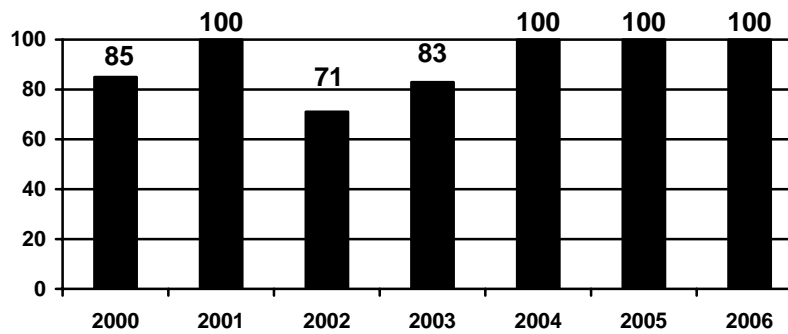
Condom Demonstration/Activity



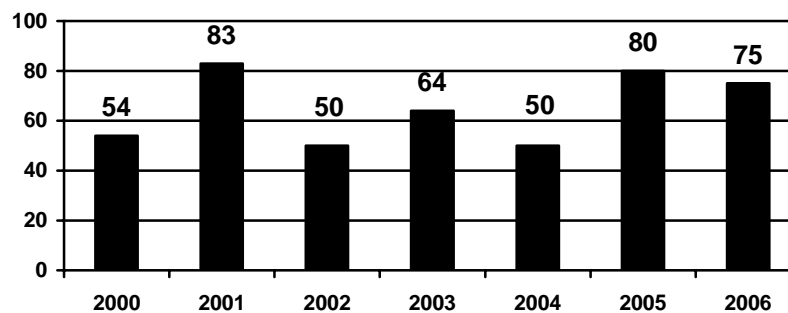
Teaching Strategies, Lesson Plans and Activities



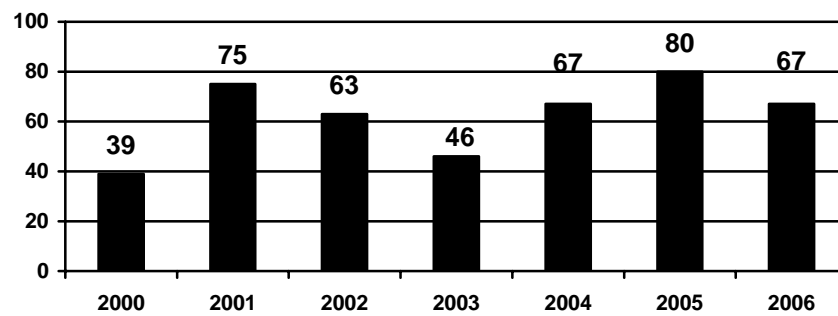
Curriculum Materials



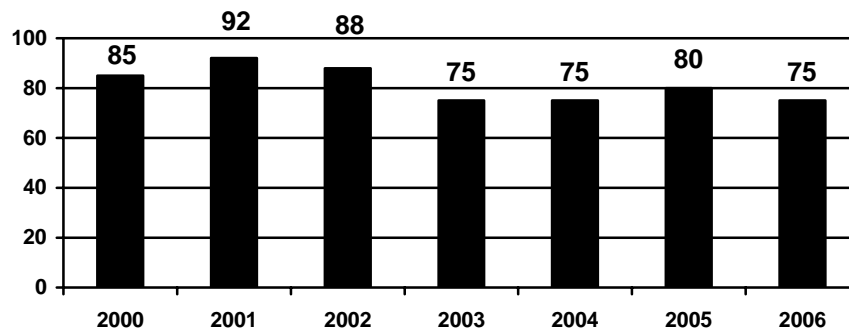
Policies for HIV-Infected Students and Staff (Rights, Accommodations, Discrimination)



District Policies Related To HIV/AIDS Education



Universal Precautions (Bloodborne pathogens, body fluid cleanup and work site safety)

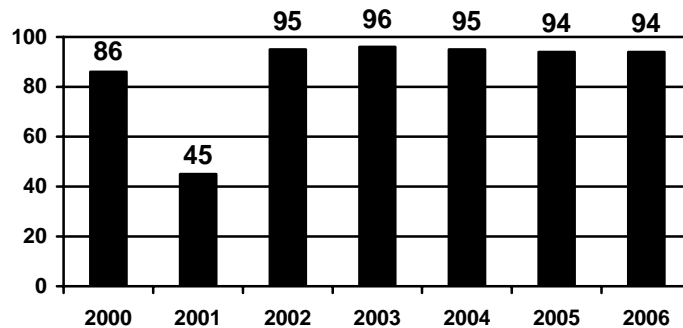


Middle School Students Trend Data

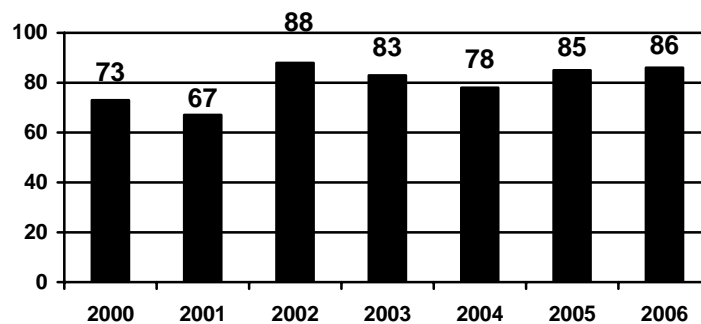
The Office of Public Instruction provides regional HIV/AIDS teacher trainings throughout the state of Montana. The information provided at a teacher training provides a knowledge base that will help teachers of an HIV/AIDS unit present the information with confidence and competence to their students. These teachers were then given an opportunity for their students to evaluate the HIV/AIDS unit and the presentation of certain components. The student's evaluation choice could be "Yes," "No," or "Don't Recall." These graphs illustrate the percentage of middle school students that recall receiving various components of HIV/AIDS education, as presented to them by their teacher (i.e., a "Yes" choice).

Yes, I received information on . . .

Difference between HIV and AIDS

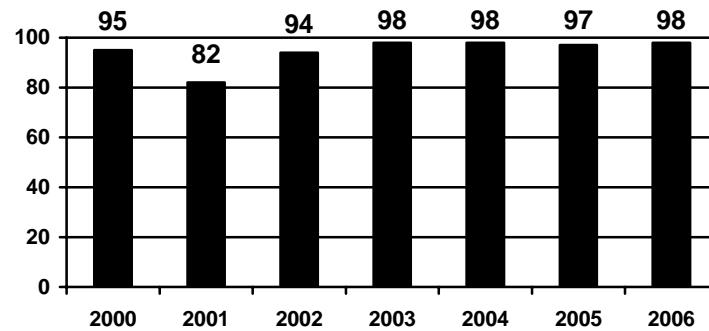


Statistics and Up-to-Date Facts on HIV/AIDS

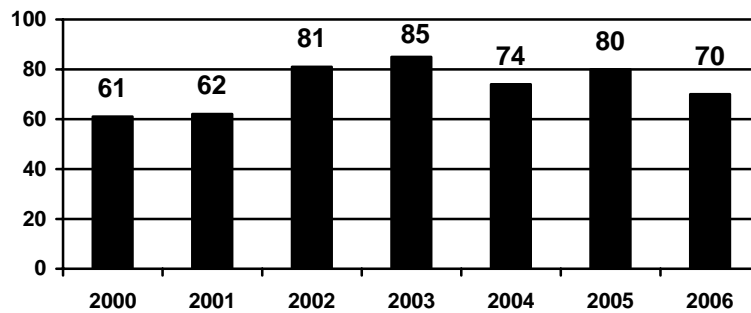


Yes, I received information on . . .

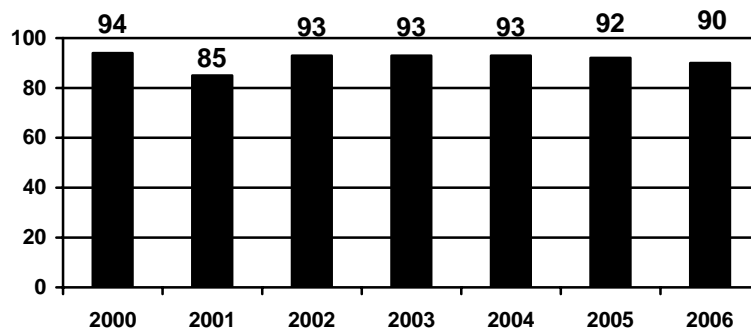
How HIV is Transmitted



How HIV Can Progress to AIDS

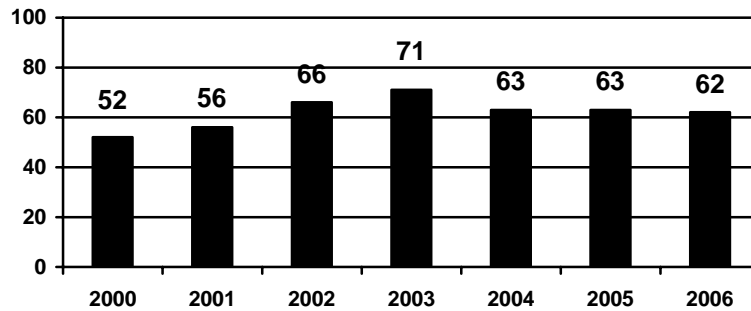


How to Avoid Risk Behaviors – Injecting Drug Use and Sexual Intercourse

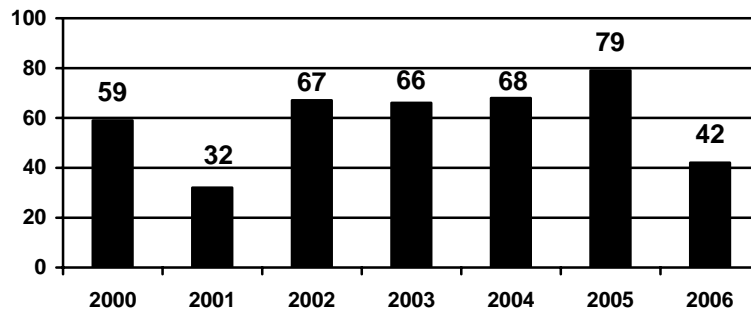


Yes, I received information on . . .

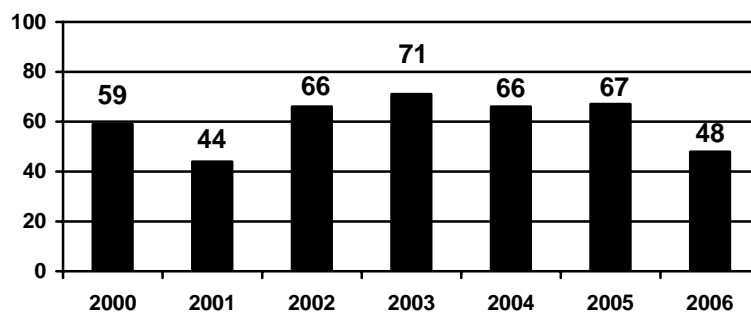
Non-Sexual Ways of Showing Affection



Teen Views of the Reality of Becoming HIV-Infected

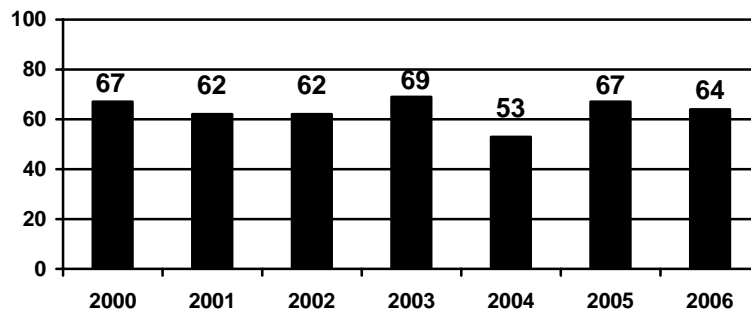


How to Change Personal Attitudes and Behaviors Toward Persons Infected with HIV

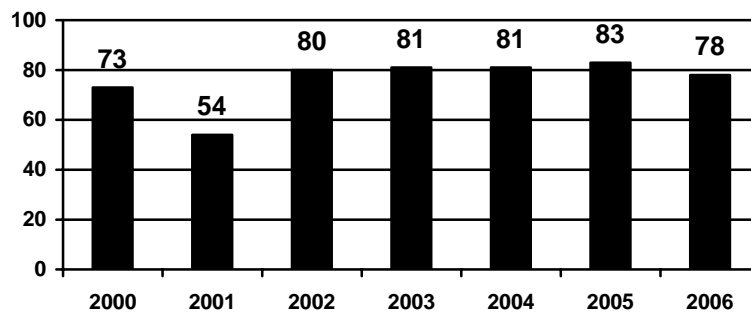


Yes, I received information on . . .

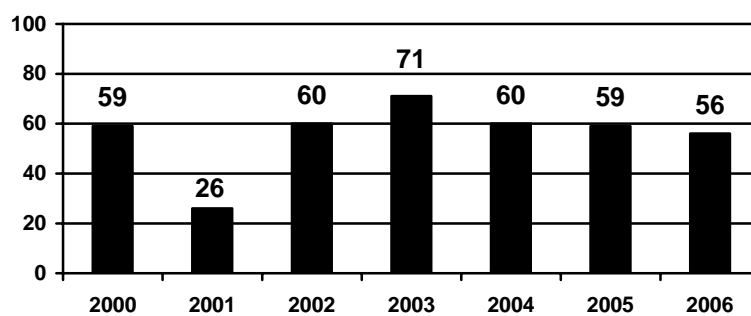
Human Sexuality – Acceptance and Tolerance



Lesson Plans/Activities that Taught Messages about HIV and AIDS Were Easy to Understand

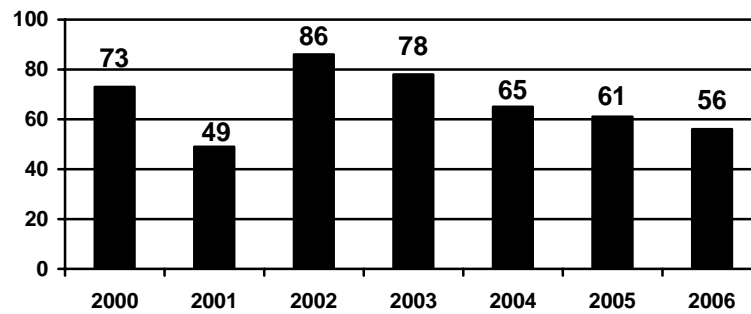


The Rights of HIV-Infected Persons



Yes, I received information on . . .

**Universal Precautions –
How to Handle All Blood and Body Fluid Accidents**

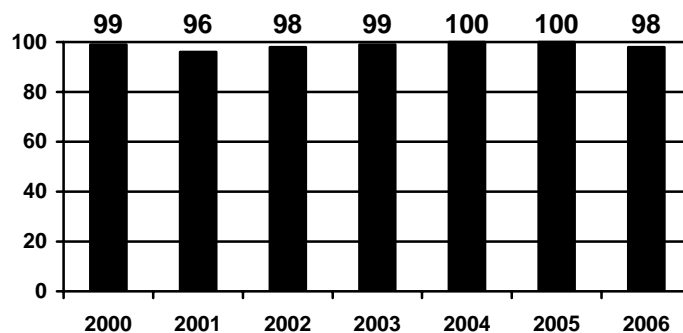


High School Students Trend Data

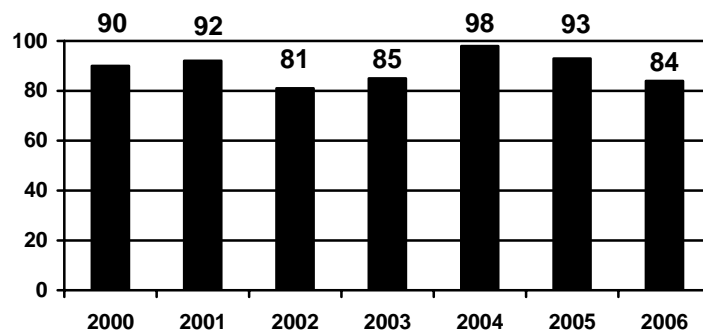
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Basic Facts about HIV and AIDS

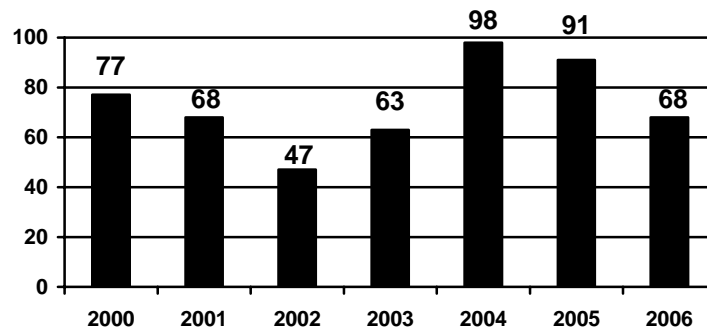


Statistics and Up-to-Date Facts on HIV/AIDS

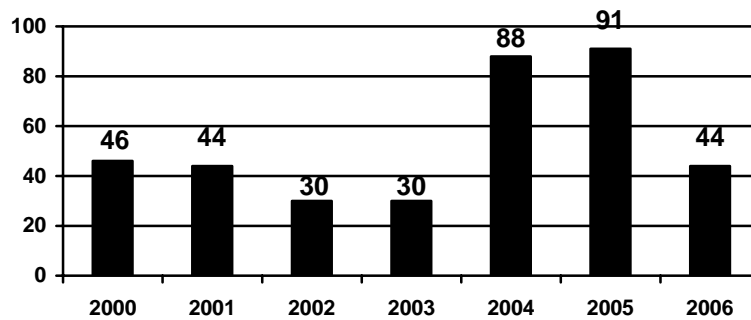


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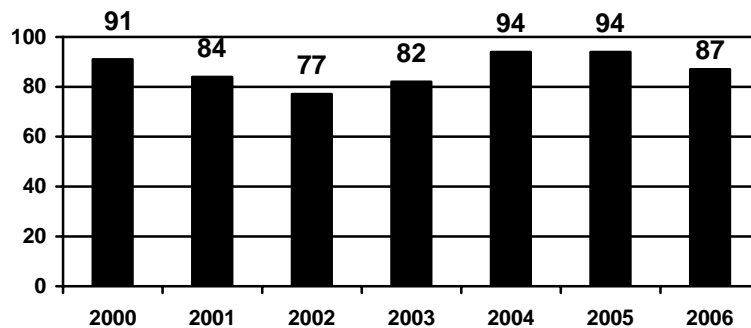
HIV Testing Information



HIV Testing Sites

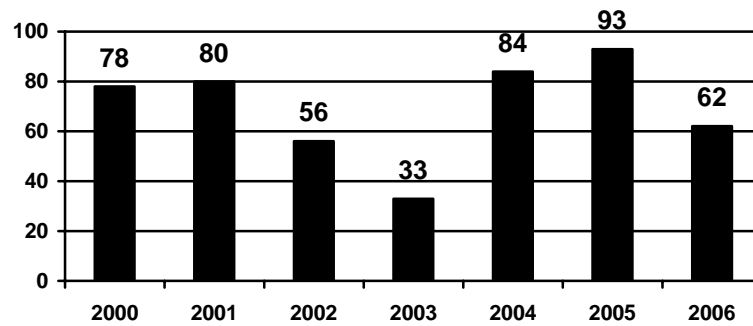


Skills Needed to Avoid Risk Behaviors – Injecting Drug Use and Sexual Intercourse

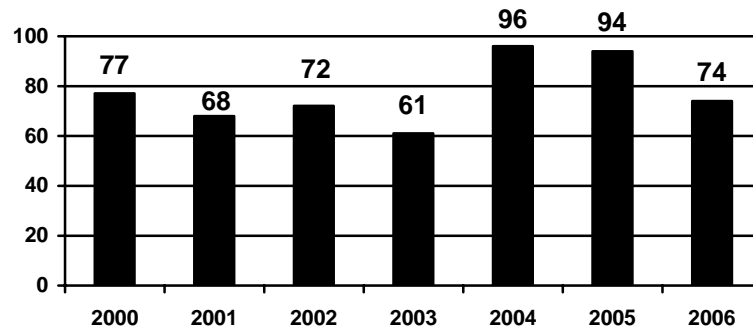


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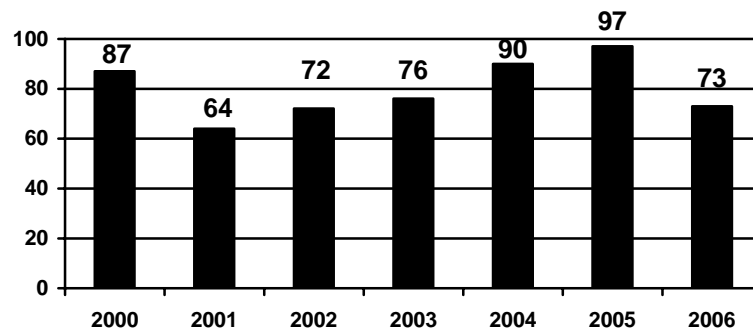
Non-Sexual Ways of Showing Affection



Teen Perceptions of Vulnerability to HIV-Infection

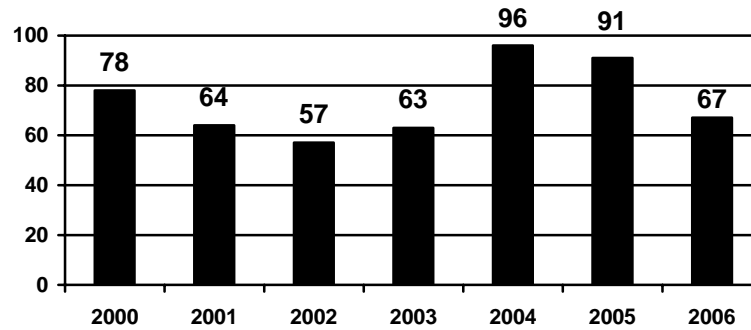


Attitudes and Behaviors Toward Persons Infected with HIV

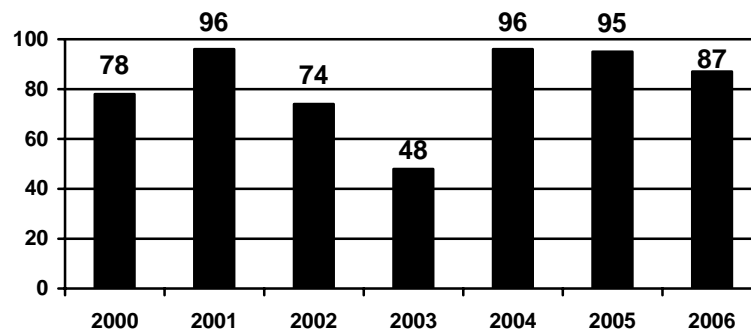


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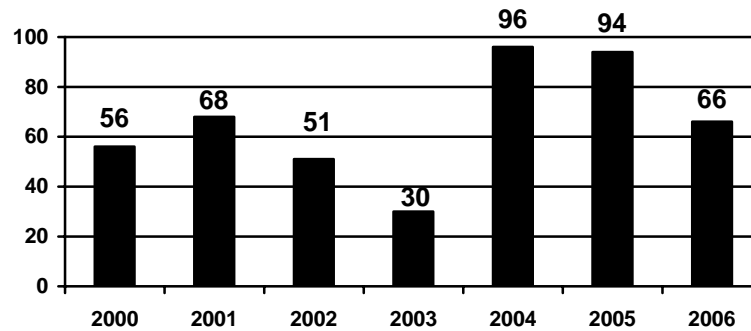
Human Sexuality Information



Condom Effectiveness

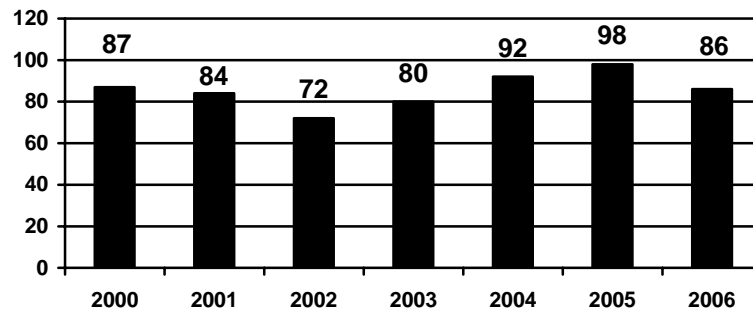


Proper Use of Condoms

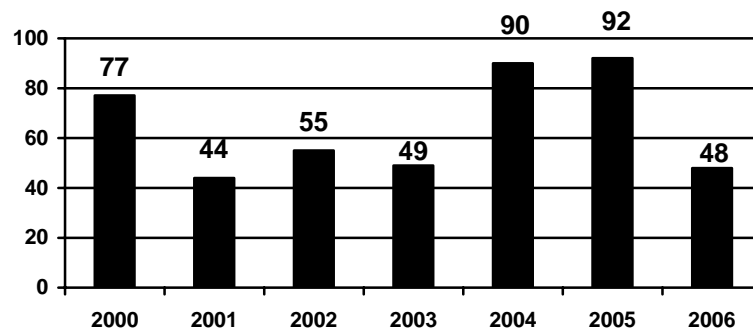


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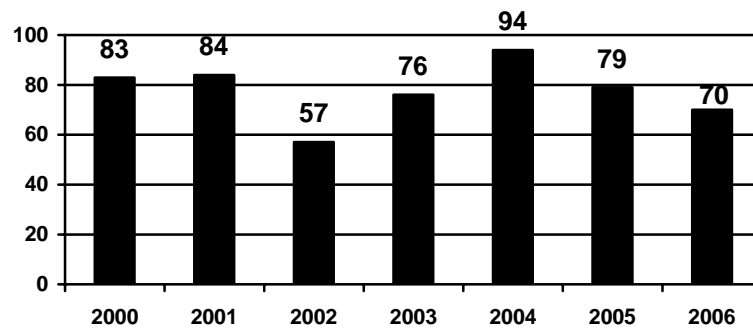
Lesson Plans/Activities that Taught Messages about HIV and AIDS Were Easy to Understand



The Rights of HIV-Infected Persons



Universal Precautions – Safe Handling of All Blood and Body Fluids



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